

C
IP 670 H
1905/06

BULLETIN OF THE

**NORTHERN ILLINOIS
STATE NORMAL
SCHOOL**

DE KALB, ILLINOIS

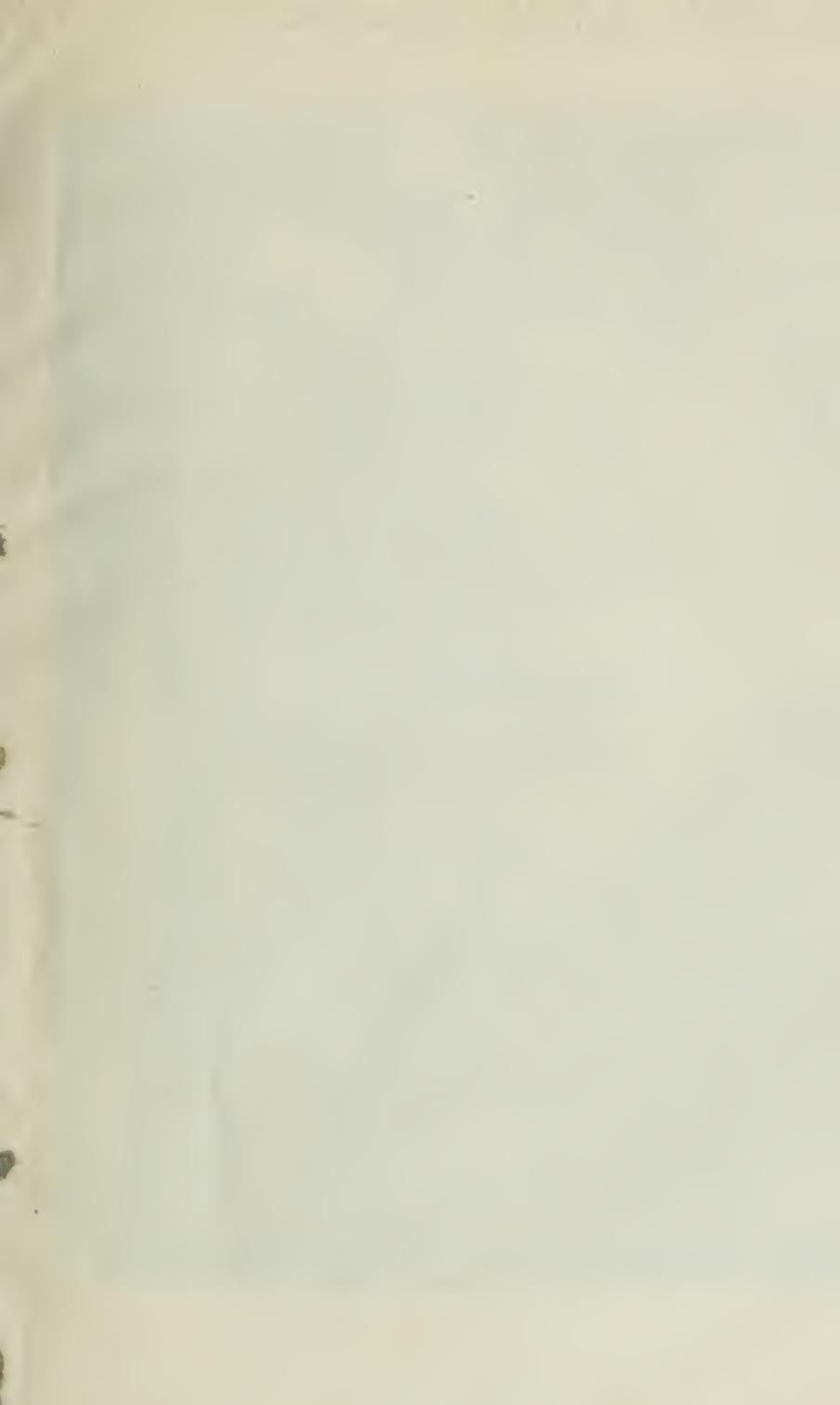
Series III.

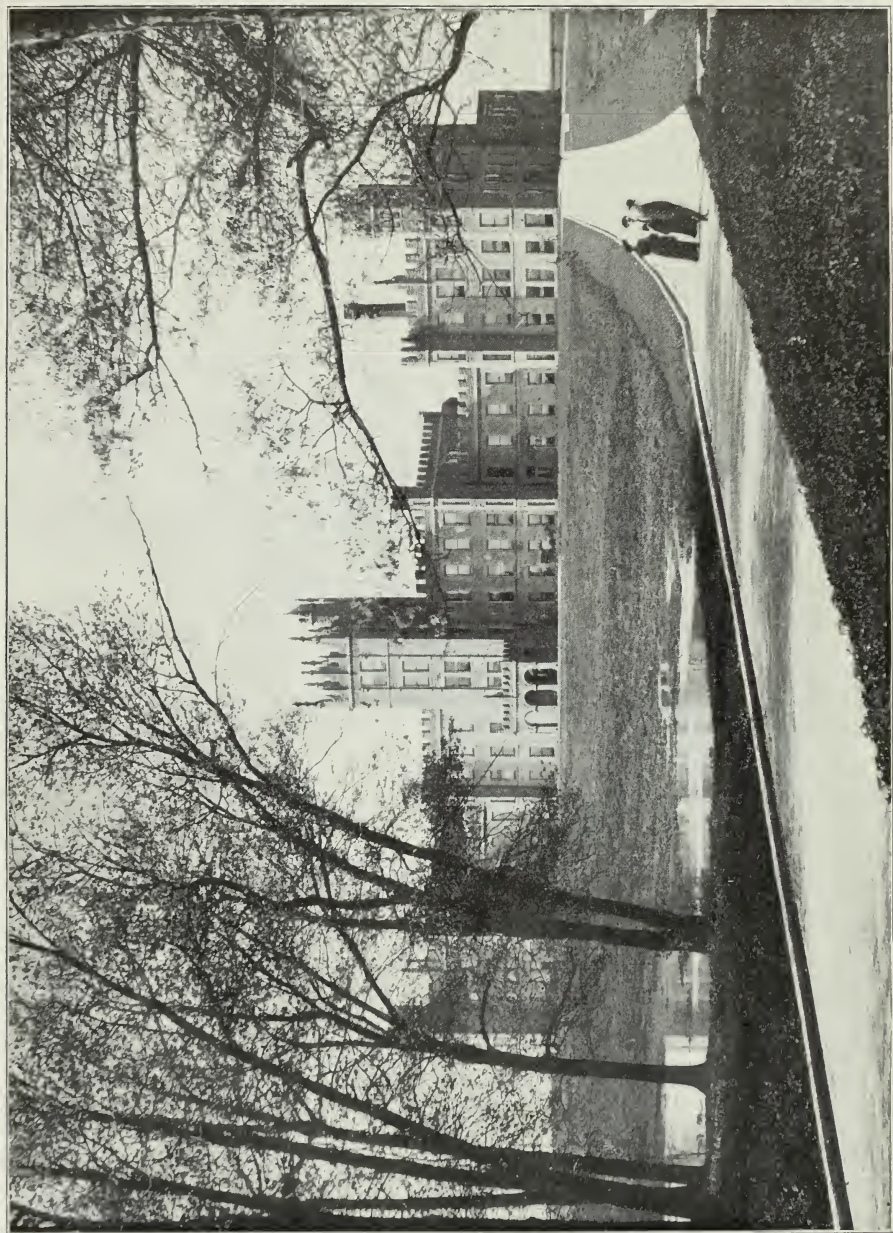
AUGUST, 1905

No. 1.

Published by the Northern Illinois State Normal School.

Entered August 15, 1904, at De Kalb, Illinois, as Second Class Matter
under Act of Congress of July 16, 1894.





BULLETIN

OF THE

NORTHERN ILLINOIS

STATE NORMAL SCHOOL

DE KALB, ILLINOIS

Series III.

AUGUST, 1905.

No. 1.

Published by the
Northern Illinois State Normal School.

CALENDAR FOR 1905-1906.

FALL TERM.

Monday, September 18, . . . Enrollment and Assignment of Work.
Tuesday, September 19, Regular Recitations begin at 8.30 A. M.
Friday, December 22, . . . Term Closes at Noon.

WINTER TERM.

Monday, January 1, . . . Enrollment and Assignment of Work.
Tuesday, January 2, .. Regular Recitations begin at 8.30 A. M.
Friday, March 23, . . . Term Closes at Noon.

SPRING TERM.

Monday, April 2, . . . Enrollment and assignment of work.
Tuesday, April 3, . . . Regular Recitations begin at 8.30 A. M.
Wednesday, June 13, . . . Term Closes at Noon.
Thursday, June 14, . . . Annual Commencement, 9.30 A. M.

SUMMER TERM.

Monday, June 18, . . . Term of Six Weeks Opens at 8.45 A. M.

BOARD OF TRUSTEES.

HON. ADAMS A. GOODRICH, President. . . . The Rookery, Chicago
J. J. McLALLEN, Secretary. Aurora
HON. ALFRED BAYLISS, Superintendent of Public In-
struction, ex-officio. Springfield
HON. ISAAC L. ELLWOOD DeKalb
I. F. EDWARDS Dixon
VACANCY
JOHN H. LEWIS, Treasurer. DeKalb

FACULTY.

- JOHN WILLISTON COOK, A. M., LL. D.
.....President and Professor of Psychology.
- NEWELL DARROW GILBERT, A. M.
.....Director of Training Department.
- EDWARD CARLTON PAGE, A. B.Professor of History.
- JOHN ALEXANDER HULL KEITH, A. M.
...Professor of Pedagogy and Assistant in Psychology.
- FRED LEMAR CHARLES, M. S.
Professor of Biology and Head of Science Department.
- SWEN FRANKLIN PARSON.Professor of Mathematics.
- *MARY ROSS POTTER, A. M.
.....Professor of Ancient and Modern Languages.
- EMMA FLORENCE STRATFORD.Professor of Drawing.
- **AGNES DANDLIKER,Professor of Drawing.
- ROSE LEVILLE HUFF.Professor of Music.
- IDA S. SIMONSON, B. L.Professor of Rhetoric and Literature.
- MARION WELLER, A. B.Professor of Geography.
- JENNIE EGREMONT FARLEY, Professor of Reading and Elocution.
- ANNA PARMELEE.Assistant in Mathematics.
- GERTRUDE SEMPILL DILLON, A. B.
.....Assistant in Ancient and Modern Languages.
- JESSICA FOSTER.Director of Physical Culture.
- NATHANIEL ALCOCK.Assistant in Science.
- JESSIE REBECCA MANN.Laboratory Assistant.
- LUTHER A. HATCH.Principal Training School.
- *LIDA BROWN McMURRY.Critic Teacher, Primary Grades.
- EMMA G. OLMSTEAD.Critic Teacher, Primary Grades.

FRANCES JENKINS.....Critic Teacher, Grammar Grades.
 ADDIE L. MCLEAN.....Critic Teacher, Intermediate Grades.
 WILLIAM L. HAMILTON.....Director of Manual Training.
 EDITH S. PATTEN, Ph. B.....Critic Teacher,
 Seventh and Eighth Grades, Glidden School.
 EDITH M. HULL.....Critic Teacher,
 Third and Fourth Grades, Glidden School.
 BELLE HOBBS,
 Critic Teacher First and Second Grades, Glidden School.
 MAY B. MOULTON.....Teacher of Drawing, Summer Term.
 EFFIE E. DOAN.....Laboratory Assistant, Summer Term.
 ADA GRIMWOOD.....Laboratory Assistant, Summer Term.
 MELLIE E. BISHOP.....
 Method in Intermediate Grades, Summer Term.
 EDITH McLAUGHLIN.....
 Method in Primary Grades, Summer Term.
 MADELEINE WADE MILNER.....Librarian.
 JOSEPHINE MARIE JANDELL,Assistant Librarian.
 *NELLIE L. COOK,Clerk.
 CATHERINE HAWKINS.....Clerk.
 GEORGE W. SHOOP.....Superintendent of Building.
 THOMAS MCGLENN,Engineer and Electrician

*Absent on leave 1904-5.

**Supply for fall term.

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of seven thousand five hundred. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, a school garden, a greenhouse, domestic science rooms, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds, nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, and grand stand with baths.

CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Catalogue and Course of Study.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted to the three-year course without examination.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the proper course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a four-year course upon presentation of their certificates of graduation.

Ninth—Winners in the competitive township examination, provided for by the last General Assembly will be admitted to a four-year course. This course will be uniform in the State Normal Schools and will be prepared soon. Such pupils may elect the preceding course if they desire it.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

All candidates should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

The Northern Illinois State Normal School.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for domitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A ten-cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at from three and a half to four dollars a week. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSE OF STUDY.

Six courses of study are offered: a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others with similar preparation, a four-year course for those desiring a more

Catalogue and Course of Study.

liberal training, a four-year course for graduates of country schools desiring to become teachers, and a four-year course for winners in the township competitive examinations.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Training School. At least twelve credits will be required, not less than three of which must be teaching credits.

TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden school. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show

The Northern Illinois State Normal School.

how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than twelve thousand volumes, quite fairly catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the Institution. For field work there is a fine athletic field with track and grand stand.

MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at trifling expense into ordinary schools.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director will be a new feature of the institution at the beginning of the school year of 1905-6.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. The Ionian Literary Society. Membership is limited to the women of the Faculty and student body. The members are divided into the following groups: The Art Section; the Literary

Catalogue and Course of Study.

Section; the Magazine Section; the Music Section; Chalk Modeling and Illustrative Drawing; the Travel Club; Current News Section. The work of each group is under the direction of a competent leader.

4. Young Men's Christian Association.

5. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist them in finding agreeable homes.

6. The Ellwood Basket Ball Team.

7. The Glidden Basket Ball Team.

8. The Foot Ball Team.

9. The Base Ball Team.

10. The Treble Clef Society.

11. The Young Men's Glee Club.

12. The Choral Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and managed by a board of directors selected by the student body.

"THE NORTHER."

"The Norther" is published once a year by the Senior class.

COURSES OF STUDY.

ONE-YEAR COURSE.

Ten term credits, five hours a week and one term of half-day teaching and room charge in the training school, are required. The particular subjects to be pursued will be determined for each candidate after a personal conference.

THE TWO-YEAR COURSE.

I.	II.	III.
Geography 4	Reading 4	Grammar 4
Drawing 1—5	Drawing 1—5	Drawing 1—5
Biology 4	Biology 4	Biology 4
Drawing 1—5	Drawing 1—5	Drawing 1—5
Arithmetic 4	History 4	History 4
Music 1—5	Music 1—5	Music 1—5
Psychology ... 4	Psychology ... 4	Psychology 4
Music 1—5	Music 1—5	Music 1—5
Physical Train- ing 2	Physical Train- ing 2	Physical Training 2
	Themes 1	
IV.	V.	VI.
Teaching or 2 electives 10	Teaching or 2 electives 10	Teaching or 2 electives 10
Physics 5	Algebra 5	Geometry 5
Literature 4	History of Edu- cation 4	Philosophy of Education 4
School Manag't 1—5	School Manag't 1—5	School Manage't 1—5
Themes 1		

THE THREE-YEAR COURSE.

I.		II.		III.	
Reading	5	Meteorology ..	5	Pedagogy	4
History	5	Arithmetic	5	Drawing	1—5
Grammar	4	Geography	4	Geography	4
Drawing	1—5	Drawing	1—5	Music	1—5
Arithmetic	4	Grammar	4	Algebra	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Music	2	Music	2	Nature study	4
Physical Train-		Physical Train-		Music	1—5
ing	2—4	ing	2—4	Physical Training	2
		Themes	1	Themes	1
IV.		V.		VI.	
Algebra or Latin	5	Geometry	5	Geom'try or Latin	5
Ancient History	5	Latin or Litera-		Literature	5
Psychology ...	4	ture	5	Psychology	4
Drawing	1—5	Psychology ...	4	Drawing	1—5
Biology	4	Drawing	1—5	Biology	4
Drawing	1—5	Biology	4	Drawing	1—5
Themes	1	Drawing	1—5		
		Themes	1		
VII.		VIII.		IX.	
Teaching or 2		Teaching or 2		Teaching or two	
electives	10	electives	10	electives	10
Physics	5	Chemistry	5	Physical Geog....	5
Rhetoric	4	Civics	4	Philosophy of	
School Manag't	1—5	School Manag't	1—5	Education	4
				School Manag't..	1—5

The Northern Illinois State Normal School.

*THE FOUR-YEAR COURSE.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin Grammar and Reader 5	Latin Grammar and Easy Reading .. 5	Caesar and Composition 5
Geography 4	English Grammar. 4	Pedagogy 4
History 5	Arithmetic 5	Algebra 4
Arithmetic 4	Reading 5	Biology 4
Music 2	Music 2	Music 2

SECOND YEAR.

First Term.	Second Term.	Third Term.
Caesar and Composition 5	Caesar 5	Cicero and Compos'n 5
Algebra 5	Biology 4	Literature 5
Biology 4	Geometry 5	Biology 4
History 5	Literature 5	Geometry 5
Drawing 2	Drawing 2	Drawing 2

THIRD YEAR.

First Term.	Second Term.	Third Term.
Cicero and Composition 5	Ovid 5	Vergil 5
Rhetoric 4	German or Greek.. 5	German or Greek ... 5
German or Greek . 5	Psychology 4	Psychology 4
Psychology 4	Civics or Political Economy 4	Literature or Physical Geography ... 4
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Vergil or Physics 5	German or Greek. 5	Philosophy of Education 4
German or Greek . 5	Livy or Physics .. 5	German or Greek or Chemistry 5
Teaching .....10	Teaching .....10	School Management 1
School Managem't 1	School Managem't 1	Teaching .....10

*The requirements for admission to this course are the same as for the three-year course.

ELECTIVES AND SUBSTITUTIONS.

Graduates of high schools that are on the fully accredited list of the University of Illinois and who have done one year's work in physics may select from the elective lists below or from the courses in special method a substitute for that study if their work is satisfactory to the head of the department. A similar arrangement may be made with geometry, algebra, and with some of the biological studies. Where such a substitution is desired the pupil should bring note books, statements from teachers, courses that have been pursued and whatever else may be necessary in forming an intelligent judgment of the character of the work that he has done.

ELECTIVES.		ELECTIVES.		ELECTIVES.	
Fall Term.		Winter Term.		Spring Term.	
Latin	5	Latin	5	Latin	5
German	5	German	5	German	5
Literature	5	Literature	5	Literature	5
Sociology	5	Sociology	5	Sociology	5
Ethics	5	Ethics	5	Oratory	5
Oratory	5	Astronomy	5	Drawing	5
Drawing	5	Drawing	5	Physiography	4
Logic	5	Civics	4	Political Economy..	5
English History ..	5	History of Educa-		Geology	5
Advanced Nature		tion	4	Advanced Nature	
Study	5	Rhetoric	4	Study and Agri-	
		History of Illinois	5	culture	5
		Chemistry	5		
		Advanced Nature			
		Study	5		

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Only two terms of half-day teaching are required. When in charge of rooms only two studies are required.

SPECIAL STUDENTS.

Persons desiring special work can be accommodated if sufficiently prepared to take such studies profitably. Selections can be made from the following courses and from the work of the regular courses. Teachers of experience who desire to fit themselves for better positions are especially invited to correspond with the president with reference to the facilities offered here for superior disciplines.

The Northern Illinois State Normal School.

ELECTIVES IN SPECIAL METHOD.

FIRST, SECOND AND THIRD GRADES.

Fall Term.	Winter Term.	Spring Term.
1. Lit'r'ture and written language.	1. Reading and number.	1. Nature study and home geography.
2. Drawing.	2. Construction work and manual training.	2. Psychology: a. Culture of the feelings.
3. Music.		b. Will training.
4. Psychology: a. Sense organs. b. Fatigue. c. Pathological conditions.	3. Psychology: a. The knowledge process. b. The school problem.	3. Study of class exercises.
	4. Physical training and games.	4. Child study.

FIFTH AND SIXTH GRADES.

1. Literature and reading.	1. Drawing.	1. Nature study.
2. Language work.	2. Music.	2. Geography and history.
3. Psychology. Same as above.	3. Arithmetic.	3. Psychology. Same as above.
4. Manual training.	4. Psychology. Same as above.	4. Discussion of class exercises.
		5. Psychology. Same as above.

SEVENTH AND EIGHTH GRADES.

1. Arithmetic.	1. Manual training.	1. Music.
2. History.	2. English grammar.	2. Drawing.
3. Geography.	3. Reading and literature.	3. Nature study.
4. Psychology. As above or with regular classes.	4. Psychology. As above or with regular classes.	4. Psychology. As above or with regular classes.

Illustrative lessons will be given through the year and will be carefully discussed. The above courses may be supplemented by teaching in the training school.

Physical training may be taken two hours a week with regular classes.

Catalogue and Course of Study.

FOUR-YEAR COURSE.

For Graduates of Country Schools.

This course will lay especial stress on the common branches and will take for its basis the State Course of Study. It will be ready for the beginning of the year 1905-06. It will extend the work of the three-year course and will adapt it especially to the needs of the candidates.

ANALYSIS OF COURSES.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. KEITH.

1. PEDAGOGY.—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to the more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observation of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

A text is used the first two terms. The work of the third term is given orally.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of senior year in each course one hour a week.

I. SCHOOL ORGANIZATION.

- a. Nature, scope, scheme how determined.
- b. Parties to school organization: taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized. Board of Education. Teacher.

II. SCHOOL MANAGEMENT.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. SCHOOL HYGIENE.—Shaping the school conformably to the laws of the child's physical nature.

- a. School environment—grounds—building; construction—arrangement—care.
- b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
- c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area. Control of light.
- d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.
- e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
- f. Infectious and contagious diseases.

IV. COURSE OF STUDY.—Shaping the school to the laws of the child's mental nature.

- a. As determined by social organization.
- b. As determined by laws of mental development. Evolution of the course. Correlation of studies.
Order of studies—order of developing interests—culture epochs. Educational values.

The Northern Illinois State Normal School.

- c. The day's program—correlation dynamic—how made effective in unfolding of subject. Apportionment of time. Rests—character and distribution.
 - d. The recitation.
- V. CLASSIFICATION AND GRADATION OF PUPILS.—“The lockstep of the public schools.”
- VI. SCHOOL DISCIPLINE.—Shaping the school conformably to the laws of the child's moral and spiritual growth.
- 1. Elements of the problem.
 - a. General:—Child a developing moral being. The process: one of rational conduct, not of repressive control. Teacher's task:—training pupils to behavior.
 - b. Social element:—Rise of Moral notions. “Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior.”
 - c. Biological elements:—“Man an organism for re-acting on impressions.” “Education: bringing mass of possible re-actions into rational control.”
 - d. Physiological elements:—Health, fatigue, school and home environment as affecting conduct.
 - 2. MORAL TRAINING.—How Effected.
 - a. School associations—community of ideals and interests—co-operation vs. competition. Plays and games. Occupations.
 - School management (internal). School-room order—economy—standards—spirit.
 - School atmosphere—determined by teacher—elements.
 - School-room faults and vices.
 - Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.
 - c. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
 - Shaping ideals—personality of teacher—“character teaches above our wills.”

HISTORY AND CIVICS.

MR. PAGE.

1. HISTORY.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

Catalogue and Course of Study.

2. HISTORY.—Third term, two-year course. Four hours a week.

The second term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

3. HISTORY.—First term, three-year course. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government

The Northern Illinois State Normal School.

(local, state and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. SPECIAL METHOD IN HISTORY.—Elective, fall term. Five hours a week.

A systematic study of special methods in history, with practical illustrations. Much attention is given to a discussion of available materials.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

7. ENGLISH HISTORY.—Elective, fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: ANDREWS' HISTORY OF ENGLAND.

8. HISTORY OF ILLINOIS.—Elective, winter term, senior year. Five hours a week.

A library course, in which those events in Illinois history which are of national importance are studied.

9. CIVICS.—Elective, winter term, senior year, two-year course. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

10. POLITICAL ECONOMY.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT BOOK: BULLOCK'S INTRODUCTION TO ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes or more have been received.

DEPARTMENT OF SCIENCE.

MR. CHARLES.

MR. ALCOCK, ASSISTANT.

MISS MANN, LABORATORY ASSISTANT.

The subjects included under this department are Meteorology, Nature Study, Zoology, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture. The aim of the department is to prepare teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interests of any subject.

1. METEOROLOGY.—Second term, three-year course. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. CHARLES AND MR. ALCOCK.

2. NATURE STUDY.—Third term, three-year course. Four hours a week.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

The school garden. Garden calendar.

The school "Zoo"; wild and domesticated animals. Children's pets.

Plant and animal societies. Pond, river, meadow and grove.

MR. CHARLES AND MISS MANN.

3. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime, nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

The Northern Illinois State Normal School.

It is believed that nature study can best be taught by those who, through thorough preparation, have attained a comprehensive view of the biological field. Today, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

* * *

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

Autumn coloration; leaf fall; seed dispersal; fruits.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. CHARLES AND MR. ALCOCK.

4. HUMAN PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

1. Vertebrate studies, as types, and as a basis for human anatomy and physiology. Frog; turtle; birds (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. CHARLES AND MR. ALCOCK.

5. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetal kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year

Catalogue and Course of Study.

to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied and specimens preserved. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Algae and fungi. Mosses. Ferns.

Spring migration of birds.

Flowering plants.

Experimental studies with seedlings; plant physiology.

Plant societies.

The great economic plant families.

MR. CHARLES AND MR. ALCOCK.

6. PHYSICS.—Fourth term, two-year course, and seventh term, three-year course. Five hours a week.

A consideration of general physical topics, not including heat, light, sound, magnetism and electricity.

Treatment of one of the five topics mentioned.

MR. ALCOCK.

7. CHEMISTRY.—Eighth term, three-year course. Five hours a week.

A study of the more important elements and their compounds.

Inductive development of chemical laws.

Ventilation; the atmosphere; chemistry of familiar things.

MR. ALCOCK.

ELECTIVES.

(All electives are five hours a week.)

8. CHEMISTRY.—Winter term, senior year. Elective where not required.

MR. ALCOCK.

9. ELEMENTS OF AGRICULTURE.—Spring term, senior year.

Chemistry is a prerequisite.

MR. CHARLES AND MISS MANN.

10. ADVANCED PHYSICS.—Winter term, senior year.

Continuation of Course 6. Mr. Alcock.

11. ADVANCED CHEMISTRY.—Spring term, senior year.

Continuation of Course 7. Mr. Alcock.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year.

The Northern Illinois State Normal School.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers but also to prospective teachers of High School Science.

MR. CHARLES.

MATHEMATICS.

MR. PARSON AND MISS PARMELEE.

I. ARITHMETIC.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. The arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them, the four fundamental operations are critically examined, compared, and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

I. DENOMINATE NUMBERS.

I. Measurements of

a. Space.

1. Length.

2. Surface.

3. Volume.

b. Time.

1. Relation to longitude.

c. Force.

1. Weight.

2. Heat.

d. Value.

1. United States money.

2. PERCENTAGE.

I. The three fundamental problems.

II. Application.

a. Discounts.

d. Stocks and bonds.

b. Loss and gain.

e. Interest.

c. Commission.

3. MENSURATION.

I. Plane figures.

II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT BOOK: COOK AND CROPSEY.

2. ARITHMETIC.—First and second terms, three-years course.
Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number. Decimal system.
3. Number operations.
 1. Integers.
 - a. Counting as a foundation.
 - b. A comparison of the fundamental operations.
 - c. A careful study of the difficulties in learning these operations.
 - d. Making graded problems.
 2. Fractions (common).
 - a. As equal parts of a whole.
 - b. As expression of ratio.
 - c. Principles and their application.
 - d. Peculiar difficulties in multiplication and division.
 3. Fractions (decimal).
 - a. Comparison with common fractions.
 - b. Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

4. ALGEBRA.—Fifth term, two-year course. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning

The Northern Illinois State Normal School.

of the signs plus and minus, the commutative, distributive, and associate laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. ALGEBRA.—Third and fourth terms, three-year course. Four hours and five hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

6. GEOMETRY.—Sixth term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstration is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: BEMAN AND SMITH'S PLANE AND SOLID GEOMETRY.

7. GEOMETRY.—Fifth and sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

TEXT: WELLS' ESSENTIALS OF GEOMETRY.

LANGUAGE.

MISS POTTER AND MR. SAUTHOFF.

I. ENGLISH GRAMMAR.—Third term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and that unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet prepared to examine it. Throughout the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The work in English grammar is largely inductive. Both literary English and our own everyday speech furnish the material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-book, Mead's English Language and Its Grammar, serves chiefly for reference and for corroboration of the student's own discoveries.

The outline of work for the two-year course follows:

- I. The sentence and words in their relation to the sentence:
 1. Universal form of sentence, as governed by nature of thought:
 - (1) Subject. (2) Predicate attribute. (3) Copula.
 2. Sentences on basis of purpose of speaker:
 - (1) Classification under declarative, interrogative, imperative, and exclamative.
 - (2) Sentences that do not correspond in form and purpose.

The Northern Illinois State Normal School.

- (3) Punctuation of (1) and (2).
3. Simple analysis of each of three essential elements of sentence:
 - (1) Principal word of each essential element.
 - (2) Modifiers of each principal word, classified as words, phrases, and clauses.
 - (3) Punctuation of modifiers.
4. Sentences on basis of number of thoughts expressed:
 - (1) Classified under single, complex, and compound.
 - (2) Contracted compound sentence compared with simple sentence with compound element.
 - (3) Clauses classified as independent, subordinate, coordinate, and individual.
 - (4) Punctuation of (1) and (2).
5. The material of which the sentence is composed classified on the basis of kind of idea expressed.
 - (1) Substantive words:
 - (a) Noun (including verbal noun). (b) Pronoun.
 - (2) Attributive words:
 - (a) Adjective (including verbal adjective). (b) Attributive verb. (c) Adverb.
 - (3) Connective words:
 - (a) Copula. (b) Conjunction (in single sentence.). (c) Preposition.
 - (4) Words not grammatically connected with the sentence:
 - (a) Interjection. (b) Expletive.
 - (5) Punctuation of interjection.
6. Uses of the parts of speech and their substitutes:
 - (1) Twelve uses of noun.
 - (2) Twelve uses of pronoun.
 - (3) Eleven uses of substantive clause.
 - (4) Eleven substantive uses of gerund.
 - (5) Ten substantive uses of root infinitive.
 - (6) Five uses of adjective.
 - (7) Five uses of verbal adjective, corresponding to (6).
 - (8) One use of adjective clause.
 - (9) Punctuation of each word, where necessary.
7. Clause connections:
 - (1) Conjunctive pronoun:
 - (a) Relative conjunctive pronoun. (b) General conjunctive pronoun. (c) *What*. (d) (a), (b) and (c) compared with interrogative pronoun in subordinate clause.
 - (2) Conjunctive adverb.
 - (3) Subordinate conjunction.
8. Complete sentence analysis.

II. The parts of speech:

1. Properties.
2. Inflectional forms.

For students who have some knowledge of other languages than English a course in comparative syntax is offered. For suggestions concerning the advantages of such a course, see statement of courses in Latin, Greek and German.

2. ENGLISH GRAMMAR.—First and second terms, three-year course. Four hours a week.

The work in English Grammar for three-year courses covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades, through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of courses in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

3. LATIN.—First year, four-year course. Five hours a week.

First Term.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

Second Term.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition in the form of conversation.

Third Term.—Caesar's Commentaries, book I, chapters I—III; book II, chapters I—XXVIII. Smooth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student, but chiefly as an aid to interpretation. Relation of clauses and phrases carefully noted.

The Northern Illinois State Normal School.

SECOND YEAR.

First Term.—Caesar, remainder of book II, and book I. Careful study of syntax. Prose composition.

Second Term.—Caesar, books III and IV, with selections from other books; or an equivalent.

Third Term.—Cicero, Orations against Catiline, I—III, with prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Cicero, Fourth Oration against Catiline, Archias,

Second Term.—Ovid, with study of poetic constructions, mythology, and scansion.

Third Term.—Vergil's Aeneid, books I—IV; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

First Term.—Vergil's Aeneid, books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

Second Term.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in etymology and cognate forms, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages. Prose composition of connected discourse, with study of Latin idioms and review of parts of the grammar.

4. GERMAN.—Third and fourth years, four-year course. Five hours a week.

THIRD YEAR.

First Term.—Study of principles of German grammar, with much practice in pronunciation, reading and speaking; reading of easy prose and poetry.

Second Term.—Further study of grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Imensee, or equivalents.

Third Term.—Grammar and composition (once a week); Schiller's Wilhelm Tell, or equivalent, with supplementary reading as time allows.

FOURTH YEAR.

Study of the works of classical and modern authors. The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's *Jungfrau von Orleans*.

Schiller's *Lied von der Glocke*.

Lessing's *Minna von Barnhelm*.

Goethe's *Hermann und Dorothea*.

Goethe's *Iphigenie*.

Heine's *Harzreise*.

Lessing's *Nathan der Weise*.

Schiller's *Wallenstein*, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in etymology may be substituted, as offered under Latin, fourth year, second term.

5. GREEK.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's *Anabasis*; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of *Anabasis*, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second book of the *Anabasis* and selections from the *Hellenica*.

Second Term.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis' *History of Greece* included as collateral reading; or

A term's work in comparative etymology may be substituted.

Third Term.—Homer's *Illiad*, books I—III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire *Iliad* in English, with study of literary style.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express this appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

COURSE I.—READING.—Second term, two-year course. Four hours a week.

I. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.

In order to render the body more responsive to thought and feeling the following are sought for; Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relations; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development.

To create abandon, which is the essential requisite of naturalness and spontaneity, material is used from *The Christmas Carol*, *Les Miserables*, and *Last Days of Pompeii*. These also illustrate the dramatization of stories for children.

To cultivate directness and simplicity, selections are chosen from Irving and Tennyson; for appreciation of rhythm and tone-color as an element in vocal expression, selections from Shelley, Browning and others; for vigor, force, earnestness, orations from Webster and Phillips.

Catalogue and Course of Study.

An application of the previously stated principles is made in the study of some Shakespearean play. This is read with special reference to (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with presentation of characters.

COURSE II.—READING.—First term, three-year course. Five hours a week.

The work of this term is the same as that of the two-year course, with the exception of the Shakespearean play, and with the addition of analysis and method work in some of the classics used in the upper grades of the Training School, such as *Evangeline*, *William Tell*, and a more complete study of Dickens' *Christmas Carol*.

COURSE III.—ELECTIVE.—A course in Oratory. Five hours a week.

DRAWING.

MISS STRATFORD.

(Twenty-four forty-five-minute lessons in each term. Two-year course. One year of drawing.)

First Term:

1. Plant life: sprays of leaves, blossoms; fruit; seeds; etc.
Mediums used: pencil and color.
2. Aspects of nature: sky, land, water.
Values of color and shade expressed in pencil and color.
3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.
Color and shade expressed chiefly in pencil.

Second Term:

1. Composition: pictorial, decorative, constructive.
2. Construction: pattern-making; plans and elevations; working drawings.
3. Blackboard sketching.

Third Term:

1. History of art, illustrated by stereopticon.
2. Figure pose and animals.
3. Landscape in color.

Three-Year Course. (Two years of drawing.)

First Term:

1. Plant life: sprays of leaves, blossoms; fruit; seeds; etc.
Mediums used: pencil and color.

The Northern Illinois State Normal School.

2. Aspects of nature: sky, land, water.

Values of color and shade expressed in pencil and color.

3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.

Second Term:

Perspective continued with special study of color and shade in pencil.

Construction: pattern-making; plans and elevations; working drawings.

Third Term:

Composition—pictorial, decorative, constructive, in brush and ink and color.

Out-door perspective expressing color and shade with pencil.

Fourth Term:

Review plant life in color.

Perspective reviewed and continued in color and in pen and ink.

Blackboard sketching.

Fifth Term:

Figure pose and animals.

History of art—Egyptian, Greek, Roman, Renaissance, Modern (with stereopticon).

Sixth Term:

Review principles of perspective.

Review decorative and pictorial composition, the latter in out-door sketching in pencil and in color.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

Aims:

1. To give the student the true notion of geography, as a study of the earth in its relation to life.

2. To present geographic material in an organized form.

3. To show that this organization is based upon the principle of the dependence of human institutions upon the physical condition of the earth, its surface, topography, and constitution.

4. To present the principles that govern the selection and arrangement of material for the grades.

COURSE I.—GEOGRAPHY.—Two-year course, first term. Four hours a week.

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; motions of air and water; the relation of all to life upon the earth.

Catalogue and Course of Study.

2. Home geography; a brief study of the common physiographic features and their relation to life; a study of local industries; the beginning of map drawing; sand modeling; field excursions.

3. Selected type studies suitable for fourth and fifth grade work, types selected from North America.

4. Selected type studies suitable for sixth and seventh grades, topics selected from other continents. Especial emphasis is placed upon comparisons between Europe and North America.

5. A study of helpful devices, such as illustrative drawing; chalk modeling; pictures; maps; modeling in sand, putty, paper pulp, salt and flour paste, and other materials.

Free use is made of reference material in the library, and each student is called upon to organize and present either orally or in a written paper a special report upon a topic selected from the course of study for the Training School.

TEXT: TARR AND MCMURRY'S COMPLETE GEOGRAPHY.

COURSE II.—GEOGRAPHY.—Three-year course, second term. Four hours a week.

First Term:

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; movement of air and water.

2. Home geography. Especial attention is given to this and excursions are made the basis of the work. Actual things and processes are observed, studied and discussed. Physical features, local industries, and government furnish the topics. There is a beginning of map drawing, and sand modeling is introduced.

3. Especial attention is given to the study of the United States and North America, by physiographic and industrial regions, showing the inter-relations of these regions. Considerable time is given to outline blackboard drawings and the development of speed and accuracy in doing this work, also to pencil drawings and chalk modeling.

4. A study of geographic material suitable for grades below the sixth.

COURSE III.—GEOGRAPHY.—Third term, three-year course. Four hours a week.

1. A detailed topical study of Europe; comparisons with North America constantly drawn.

Selected types from Asia, Africa, Australia and South America.

3. The selection and arrangement of material are discussed. The results of this discussion appear in a carefully prepared lesson plan. The execution of the plan in class shows its merits and defects.

4. Relief maps are constructed of paper pulp, salt and flour, plaster of Paris.

The Northern Illinois State Normal School.

5. Drawing of outline and relief maps and of pictures continues throughout the course.

6. The collection and care of pictures is discussed. The collection of material illustrating the industrial interests of the country is encouraged, and all such material is added to a collection which is being organized for the department and for use in the Training School. Much use is made of the reference material, the magazines, and the daily papers in the library.

TEXT: TARR AND McMURRY'S INTRODUCTORY AND COMPLETE GEOGRAPHIES.

COURSE IV.—PHYSICAL GEOGRAPHY.—Ninth term, three-year course. Five hours a week.

Aim:—The work of this course is to supplement the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

1. The earth as a globe; relation to sun and planets; shape and size; rotation; revolution; magnetism; latitude and longitude; standard time.

2. The land; weathering agents and soil; rivers; wind; glaciers; plains and plateaus; mountains; volcanoes.

3. The atmosphere: composition, motions, storms.

4. The ocean: depth and temperatures; motion, tides, waves, currents.

The time given to this course is divided between class-room and laboratory exercises. Field trips supply a large amount of material as concrete examples in introducing new topics, also as a basis for laboratory work. Typographic maps are used continually.

TEXT: GILBERT AND BRIGHAM'S PHYSICAL GEOGRAPHY.

COURSE V.—GEOLOGY.—Elective in the senior year. One term, twelve weeks. Five hours a week.

MUSIC.

MISS HUFF.

Two hours a week through the first year.

1. Study of the adult voice.

2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and solos.
9. Illustrated class lessons.

LITERATURE.

MISS SIMONSON.

1. LITERATURE.—Fourth term, two-year course. Four hours a week.

A study of masterpieces of literature illustrative of the different forms of literature. As types of the epic, the lyric, the drama, the essay and the novel, the following are studied: The Old English Ballads, Arnold's *Sohrab and Rustum* or selections from Tennyson's *Idylls of the King*, Wordsworth's *Minor Poems*, one of Shakespeare's plays, selections from Browning's *Dramatic Lyrics*, Lamb's *Essays*, and George Eliot's *Silas Marner* or some other novel.

2. LITERATURE.—Fifth term, three-year course. Five hours a week.

A survey of the history of English literature with a special study of certain masterpieces, selections to be made from the Ballads, Chaucer, Milton, Wordsworth, Coleridge, Keats, Shelly, Tennyson and Browning.

3. LITERATURE.—Sixth term, three-year course. Five hours a week.

A course in American Literature, tracing the development of the literature from colonial times to the present and making a study of selections from Irving, Bryant, Poe, Hawthorne, Longfellow, Whittier and Lowell.

4. RHETORIC.—Seventh term, three-year course. Five hours a week.

A study of the whole composition, the paragraph and the sentence; also of the forms of discourse and of the qualities of style. Frequent theme writing and some study of good prose models.

5. THEMES.—One hour a week. Five terms.

The first term the work is based on a study of the paragraph. In the second and third terms, the themes develop mainly topics in

The Northern Illinois State Normal School.

description and narration, and in the fourth term, in exposition and argumentation. The work of the fifth term is the preparation of a longer paper on some educational subject.

6. ELECTIVES:

1. The Morality Play and the Shakespearean Drama.
2. The poetry of the Romantic Period in English Literature.

PHYSICAL TRAINING.

FOR THE NORMAL STUDENTS.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.
2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.
3. To become familiar with different kinds of physical exercises, that better preparation may be had for teaching children.
4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.
5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.
6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.
7. To gain a knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements are performed correctly.
8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is no mental activity fails in its educational value.

COURSE I.—FALL TERM.

1. Elementary Swedish gymnastics.
 - a. The mastery of gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercises.
 - b. The formation of these exercises into lessons.
 - c. The use of the voice as expressive of speed and duration of movement.
 - d. The ability to perform these positions and exercises correctly.
 - e. Practice in teaching each other as preparation for actual work with children.

Catalogue and Course of Study.

2. Elementary work on apparatus.
3. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application—

Games develop:

- a. mental and physical dexterity.
- b. freedom and grace of movement.
- c. accuracy of aim and direction.
- d. a correct appreciation of distance.
- f. patience, self-control and a consideration for others.
- e. a correlation of eye and hand.

COURSE II.—WINTER TERM.

1. Advanced Swedish gymnastics.
2. Lectures on theory of teaching; the detection of personal physical defects and suggestive corrective exercises; general hygiene.
3. Advanced work on apparatus.
4. Marching and elementary military tactics.
5. Running. 6. Fancy steps. 7. Games. 8. Practice in teaching.

COURSE III.—SPRING TERM.

1. Lectures on the physiological and psychological basis of exercise and the mechanics of bodily movements.
2. Exercises with wands, dumb-bells or Indian clubs.
3. Fancy steps. 4. Fancy marches. 5. Games.

COURSE IV.

1. Advanced Indian club swinging.
2. Bounding balls.
3. Hoops.

COURSE V.

1. Advanced military marching.
2. Aesthetic gymnastics.
3. Practice in teaching and conducting drills with children.

COURSE VI.

BASKET BALL.

Courses 1, 2 and 3 are compulsory and necessary for graduation.

Courses 4, 5 and 6 are elective.

The gymnasium with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from

The Northern Illinois State Normal School.

the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths, are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may be thus acquired. The cost will be from four to five dollars.

Each student is subject to physical examination, which will determine fitness for the work to be taken, and exercises for special development are given.

This department aims to do practical work, developing a well trained body as a support for the well trained mind.

THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

The public schools of the city of DeKalb, with an attendance of over twelve hundred children in the grades below the high school, constitute the Training School. About two hundred and fifty children, representing eight grades, occupy rooms in the Normal building. The rest of the children are distributed among the city buildings.

Six teaching credits are required for graduation. The general plan anticipates two terms in charge of a room for one-half of each day. The arrangement is modified somewhat in individual cases. In the city buildings each critic has charge of two rooms and will thus have the supervision, ordinarily, of four pupil-teachers. Since beginners are permitted to assist in the care of rooms this number is increased, sometimes, to six. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is close and efficient.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the

The Northern Illinois State Normal School.

teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

References:—McMurry (C. A.): *Special Method in Literature*; Scudder: *Literature in Schools*; McMurry, (Mrs. Lida): *Songs of Tree-top and Meadow*; Shute: *Land of Song* (3 vol.).

FIRST GRADE.

Fairy Tales and Folk Stories.

The Old Woman and Her Pig.	The Street Musicians.
Little Red Riding Hood.	Cinderella.
The Three Bears.	

Fables, Nature-Parables and Myths:

Lion and Mouse.	Fox and Crow.
Wind and Sun.	The Pea Blossom.
Anxious Leaf.	Little Match Girl.
Persephone.	

References:—Lida McMurry: *Classic Stories*; Flora J. Cook: *Myths*; Andersen: *Fairy Tales*.

SECOND GRADE

Hiawatha or Robinson Crusoe.	Arachne.
Phaeton.	Hermes.
Selections from Jane Andrew's Seven Little Sisters.	
Robin legends.	Moon legends.
Woodpecker (legend).	

References:—McMurry and Husted's *Robinson Crusoe*, Cooke's *Myths*; Whittier's *Poems*.

Catalogue and Course of Study.

THIRD GRADE.

Midas.
Baucis and Philemon.
Robin Hood Stories.
Perseus.

Rhoecus.
Old Testament Stories.
King of the Golden River.

References:—Hawthorne's Wonder Books; Old Testament Stories; Baldwin's Stories of the Chosen People; Lowell's Poem, Rhoecus; Hale: Age of Fable; Gayley: Mythology; Pyle: Adventures of Robin Hood.

In the succeeding grades the Literature will be presented by means of reading. See the work designated under the head of "Reading," for these several grades.

READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching, for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent form of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination, as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished: (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

The Northern Illinois State Normal School.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurry, (C. A.): *Special Method in Reading*; McMurry (Mrs. Lida): *Beginning Reading*, Northern Illinois, June, 1901, and February, 1904; Hinsdale: *Teaching the Language Arts*; Parker: *Talks on Teaching*.

FIRST GRADE.

1. The first lessons in reading are drawn (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work; (see *Language, Spelling, Writing, Literature*).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.

Taylor's First Reader.

Cyr's First Reader.

Overall Boys.

Sunbonnet Babies' Primer.

Folk-Lore Stories.

New Era First Reader.

SECOND GRADE.

Stepping Stones to Literature, Book Two; Taylor's Second Reader; Hiawatha Primer; McMurry's *Classic Stories*; *Around the World*, No. 1; Bass' *Animal Life*; Bass' *Plant Life*; *Pets and Companions*; Baldwin's *Second Reader*; *Child Life*, Second Book.

THIRD GRADE.

Graded Classics, No. 3; Stepping Stones to Literature, Book Three; McMurry's *Robinson Crusoe*; Andersen's *Tales*; *Old Testament Stories*; Judd's *Classic Myths*; *Child Life*, Third Reader; Stevenson's *Child Garden of Verse*.

FOURTH GRADE.

Hiawatha; *Arabian Knights*; Hawthorne's *Wonder-Book*; Cook's *Story of Ulysses*; *Fifty Famous Stories Retold*; *Old Stories of the East*.

FIFTH GRADE.

Whittier's *Child-Life in Poetry and Prose*; Irving's *Legend of Sleepy Hollow* and *Rip Van Winkle*; Ruskin's *King of the Golden River*; Hawthorne's *Tanglewood Tales*.

Catalogue and Course of Study.

SIXTH GRADE.

Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome*; Longfellow's *Building of the Ship*, *Miles Standish* and *Selected Poems*; Burrough's *Birds and Bees* and *Sharp Eyes* (selections); Scott's *Tales of a Grandfather* (selections); McMurry's *William Tell*; Warner's, *How I Killed a Bear*, etc.

SEVENTH GRADE.

Evangeline; Arnold's *Sohrab and Rustum*; Holmes' *Grandmother's Story of Bunker Hill Battle*; Burroughs' *Birds and Bees*, etc. (selections); *Stories of King Arthur*; Dickens' *Christmas Carol*.

EIGHTH GRADE.

Bryant's *Thanatopsis* and other *Poems*; Lowell's *Vision of Sir Launfal* and selected poems; *Merchant of Venice*; Webster's *Bunker Hill Orations*; Lincoln's *Gettysburg Speech*; Scott's *Lady of the Lake* or *Lay of the Last Minstrel*.

LANGUAGE.

By Language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first prerequisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms. In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as, (a) gratification of others; (b) expression and defense of

The Northern Illinois State Normal School.

an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms are worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; De Garmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May 1902; Cooley's Language Lessons; N. I. S. N. S. Bulletin, November, 1904.

For general reading there may be found in the Normal Library—Hinsdale: Teaching the Language Arts; Laurie; Language and the Linguistic Arts; Chubb: The Teaching of English; Parker's Talks on Teaching.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the especial opportunity to lay the foundation of a full rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize either because of difficulty or of endeavor to graft them on the child's vocabulary are listed on the black-board and either left on the board, or better, copied by the children on slips of paper (writing and spelling lesson). (4) With these lists ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation, as in lower grades, but with much greater exactness as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade.)

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest letter forms.

4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation.

a. Material drawn from History, Geography, Science, Excursions, pupils' home interests.

b. Especial attention to language element in topical recitations.

The Northern Illinois State Normal School.

2. Written exercises:

- a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
- b. Reports (see Third Grade.)
- c. Friendly letters.
- d. Stories invented by children, with and without common core of suggestion.
- e. In connection with Arithmetic, bills and receipts.

3. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, but technical terms should be avoided or used only in close association with the idea of function and without definition.

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.

3. Written exercises:

- a. Biographies; topics from History, Geography and other branches.
- b. Reports, descriptions, etc.
- c. Friendly and business letters.
- d. Stories.
- e. Independent outlines of articles read, discussions had, preparatory or not to written work.
- f. Business forms involved in arithmetical problems.

4. Sentential structure, as in Fourth and Fifth Grades. Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions. Rhetorical structure should be carefully watched in criticism of papers, and attention directed to advantages of arrangement, contraction and expansion of elements, etc., with reference to clearness, vigor and smoothness. In the study of literary selections, good illustrations of these rhetorical modifications should be noted and studied, and held in mind for comparison.

SEVENTH GRADE.

Brown and De Garmo's Grammar, Part I.

1. Grammar.
 - a. Imaging from sentences.
 - b. Selecting elements of thought; elements of sentence.
 - c. Classes of sentences on basis of purpose of speaker.
 - d. Sentence material; substantive words; attributive words; connective words; subdivisions of these into "parts of speech."
 - e. Noun uses; adjective uses (pronoun uses, same as those of noun); adverb and other uses.
 - f. The clause; the phrase.
 - g. Classes of sentences on basis of form of thought expressed: simple; complex; compound.
2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.
3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar: Brown and De Garmo's Text, Part II.
 - a. An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.
 - b. Analysis of literary selections, with references to the best authorities, as found in the library.
2. As in Seventh Grade.
3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note:—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association and the teacher's quiet, opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such

The Northern Illinois State Normal School.

instructions, especially when reinforced by abundant specific illustrations.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

FIRST GRADE.

1. The period:—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as, names of the days of the week, and names of the months in weather charts, etc.

2. The comma.

3. The question-mark.

4. Capitals (a) in proper names; (b) at the beginning of a sentence.

5. The possessive form.

SECOND GRADE.

1. The period in abbreviations needed for use.

2. The comma, to set off the vocative.

3. Quotation marks, to mark an undivided quotation.

4. The hyphen in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms,—e. g. dates and addresses; (b) to set off a brief quotation.

2. Capitals (a) in abbreviations; (b) in headings and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.

2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.

2. Semicolon, in compound sentences.

3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma, to set off the adjective clause when not restrictive.

2. Colon, after, as follows, the following, this and these, etc.

3. The dash (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note:—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time express educative thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.,—careful drill in clear, forcible, deliberate, pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch, better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed; it is to be taught. Some words and even whole lessons, it may be desirable to omit, or to transpose, certainly. Scan rules carefully, to be sure they are clear to the children.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with Writing (q. v.).
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly games, such as Rhymes.
4. Phonics—introduced gradually by teachers, by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on lists, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usage.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. Lists as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. List of synonyms and antonyms, based on literature and essay

The Northern Illinois State Normal School.

work. Continued definite work on homonyms.

4. Derivatives, based on Literature and essays.

5. Daly's Speller: Seventh Grade, pp. 34-66; Eighth Grade, pp. 67 to close.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time, and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movements in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ordination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—

that is, a position that does not distort the body, hinder free motion, or strain the eyes. As a rule this matter is grossly neglected by teachers, to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are followed and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleanings of information and illustrations—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter and to bring to the child, fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan and discussion of results.

The Northern Illinois State Normal School.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction, points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, conditions of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE.

"Third Grade, or home, geography includes local surface features, drainage and soil, gardening, agriculture, and food products; house-building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, railroads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and re-enforced by excursions which are made by the teacher and the children in the regular course of instruction."

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth, and to other communities, countries and peoples; their dependence upon them, the modes of communication and exchange with them."

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

THIRD GRADE TOPICS.

FOODS.

- I. A fruit store.
- A bakery.

- A dairy.
- A creamery.

Catalogue and Course of Study.

A feed mill.
A meat market.

A grocery store.

CLOTHING.

2. A shoemaker's shop. A tailor's shop.
A glove factory. A dry goods store.

TOOLS AND BUILDING SUPPLIES.

3. A blacksmith shop. A wagon shop.
A tin shop. A hardware store.
A planing mill.

GOVERNMENT.

4. City Hall; Officers:—Mayor, councilmen, police, police magistrate.
Functions—most obvious, Fire Department, Water Department.

TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

MISCELLANEOUS.

6. A greenhouse. The farm. Spring. Fall.
The grain elevator. The study of slopes from the cupola.
On the Campus:—Forest, pond, streams, slopes, meadow.
House building. Brick and tile manufactories.
Carpet weaving. A china store.
A garden—Planting in the spring. Harvesting in fall.

References:

Dopp, Catherine E., "The Place of Industries in Elementary Education."

FOURTH GRADE.

1. Chicago. A great city. A commercial center. The Drainage Canal.
The Illinois River.
History:—Fort Dearborn and the Blackhawk War.
Shabbona. The story of Starved Rock.
References:—

McMurry, Dr. C. A. "Special Method in Geography."
"Special Method in History."

Type Studies from United States Geography.

"Our Own Country," Book III. Chap. 14.

"Around the World," Book III.

Carpenter, "North America."

King, Book Four, Part II.

Tarr & McMurry, "North America."

Wm. E. Barton, "The Prairie Schooner."

See Library Reference Sheet.

2. The Prairies of Illinois. Extent of. Transformation that has taken place since the arrival of the white man. Productiveness. Grain, pasture, live stock, growth of commercial centers, railroads.

History:—George Rogers Clarke's capture of Kaskaskia and Vincennes.

The Northern Illinois State Normal School.

References:—

- McMurry, "Special Method in Geography."
"Special Method in History."
"Our Own Country," Book III, Chap. XV.
"Stories of Industries," Vol. II.
Tarr & McMurry, Geography.
Lodge, "The American Revolution," Vol. II.

3. A coal mine in the coal fields of Illinois.

References:—

- McMurry, "Special Method in Geography."
"Around the World," Book III.
King, Book Four, Part II.
Tarr & McMurry, Geography.
Greene: Coal and Coal-mining.
"Stories of Industries," Vol. I.
Patton, "Natural Resources of the U. S."
See Library Reference Sheet.

4. Excursion on the Upper Mississippi River from St. Louis to St. Paul. Minneapolis, a center for the manufacture of flour. The wheat fields of the northwest.

History:—Hennepin's voyage on the Upper Mississippi River.

References:—

- McMurry, "Special Method in Geography."
"Special Method in History."
Carpenter, "North America."
"Our Own Country," Book III.
"Stories of Industries," Vol. II., pp. 92-96.
Guyot's Geographical Reader and Primer, VII.
See Library Reference Sheet.

5. Pineries and Lumbering in Northern Michigan.

Lake Superior and the copper mines.

The Iron Mines of Michigan. Transportation of Ore.

History:—Marquette and Joliet's explorations on the Great Lakes and the upper Mississippi River.

References:—

- McMurry, "Special Methods."
Patton, "Natural Resources of U. S."
"Great American Industries," Book II.
King, Book Four, Part II.
Perry Mason, "The Great Lake Country, (14)."
Tarr & McMurry, "North America."
See Library Reference Sheet.

6. The hardwood forests of Indiana and the Ohio Valley.

History:—Lincoln's early life in Kentucky, Indiana and Illinois.

References:—

- McMurry, "Special Methods in History and Geography."
Eggleston, "First Book in American History." ,
James Baldwin, "Four Great Americans."

7. Surface, climate and tobacco culture in Tennessee and Kentucky. Mammoth Cave

History:—Daniel Boone. Robertson and the settlement of Tennessee.

Catalogue and Course of Study.

References:—

- McMurry, "Special Methods."
- Perry Mason, "The Lake Country (14)."
- Eggleston, "First Book in American History."
- "Our Own Country." Book III, Chap. XVI.
- See Library Reference Sheet.

8. Trip on the Lower Mississippi, from Cairo to the Delta. Make a special study of the Jetties.

History:—La Salle's trip to the mouth of the Mississippi River.

References:—

- McMurry, "Special Methods."
- Tarr & McMurry, "North America."
- King, Book Four, Part II.
- Mark Twain, "Life on the Mississippi."
- Carpenter, "North America."
- See Library Reference Sheet.

9. Cotton and its cultivation. Markets for cotton.

History:—DeSoto's trip through the South.

References:—

- McMurry, "Special Methods."
- "Around the World," Book III.
- "Stories of Industry," Vol. II.
- Chisholm, "Handbook of Commercial Geography."
- King, Book Four, Part II.
- Perry Mason, "On the Gulf."
- Tarr & McMurry, "North America."
- Trotter, "Geography of Commerce."
- See Library Reference Sheet.

10. The Missouri River and the country through which it flows. Compared with the Ohio River.

History:—Fremont's first expedition.

References:—

- McMurry, "Special Methods."
- Tarr & McMurry, "North America."
- See Library Reference Sheet.

11. Map review of the section of the country studied.

- Extent of the Mississippi Valley.
- The fertility and productiveness of this valley.
- The many industries touched upon during the year.
- The markets and means of transportation.
- Chief cities and reasons why they come to be where they are.
- See Library Reference Sheet.

FIFTH GRADE.

1. The Great Lakes. Niagara Falls. Description. Utilization of water power. What it has made necessary—Welland Canal—Buffalo and its warehouses—Erie Canal.

History:—Fort Niagara and the French fur traders.

Perry's Victory on Lake Erie.

References:—

- "Our Own Country," Book III.
- "Around the World," Book III.
- Carpenter: "North America."

The Northern Illinois State Normal School.

McMurry: "Special Method in Geography."

King, Book Four, Part II.

Perry Mason, "The Great Lake Country."

Tarr & McMurry, "North America."

Pratt, "Guyot's Geographical Reader and Primer."

See Library Reference Sheet.

2. The St. Lawrence River. Thousand Islands. Montreal. The Canadian people and rural life. Quebec. Codfishing off New Foundland.

History:—Champlain.

The Capture of Quebec.

References:—

"Guyot's Geographical Reader and Primer."

"Our American Neighbors."

Carpenter, "North America."

Gilbert Parker, "Seats of the Mighty."

See Library Reference Sheet.

3. The Hudson River. Scenic, historic, and commercial value. The Catskill and Adirondack Mountains. Summer resorts. New York City. A great seaport. Foreign commerce. Imports and exports. Central park. Brooklyn bridge. Statue of Liberty. Docks.

History:—Henry Hudson, The Story of Rip Van Winkle. (Literature.)

References:—

King, Book Four, Part II.

Tarr & McMurry.

"Our Own Country."

See Library Reference Sheet.

4. Boston. Study from standpoint of a historic center. Bunker Hill Monument. Lexington and Concord. The minute men. Washington Elm. Old South Church. Faneuil Hall. Harvard College. The Common. Plymouth.

History:—The Settlement of Boston.

The Pilgrims and Puritans.

Paul Revere.

References:—

Moore, "The Pilgrims and Puritans."

Pratt, "Stories of Colonial Children."

King, Book Three, Part I.

"Around the World." Book III.

Carpenter, "North America."

Holmes, "Grandmother's Story and other Poems."

Hawthorne, "Grandfather's Chair."

Earle, "Manners and Customs of Old New England."

See Library Reference Sheet.

5. The Merrimac River. A type river in which water power is utilized. Cotton mills. The manufacture of cotton. Recall the study of cotton in the Fourth Grade.

References:—

King, Third Book, Part I, Chap. IV, V.

"Stories of Industries," Book II, pp. 6-29.

Tarr & McMurry, "North America."

McMurry, Dr. C. A., "Special Method in Geography."

Catalogue and Course of Study.

6. The White Mountains. Mount Washington a type of mountain. Granite quarries of Massachusetts. Marble quarries of Vermont. Making maple sugar. The surface of New England. History:—The Story of Stark and the Green Mountain Boys. King Phillip—the extermination of the Indians.

References:—

See Library Reference Sheet.
McMurry's, "Special Method in Geography."
Tarr & McMurry, "North America."
"Around the World," Book III.
King, Book Three, Part I.
Perry Mason, "In New England," No. 17.
Eggleston, "First Book in American History."

7. The Appalachian Mountain System. The surface features of the Atlantic States. Anthracite coal. (Recall the study of a coal mine in the Fourth Grade.) Iron. Pittsburg. The blast furnace. Steel production. Ship-building at Philadelphia. (Recall iron in Michigan.) Oil wells. Gas wells.

History:—William Penn.

References:—

McMurry, "Special Method in Geography."
Tarr & McMurry, "North America."
Patton, "National Resources of U. S."
King, Book Three, Part I.
Carpenter, "North America."
Walton & Brumbaugh, "Stories of Pennsylvania."
King, Book Four, Part II.
See Library Reference Sheet.

8. Washington, the capital of the United States. The capitol. The Treasury Building. The State, War, and Navy Buildings. The Smithsonian Institute. The National Library. The National Museum. The Agricultural Department. The Washington Monument. The White House.

History:—The early life of George Washington.

References:—

Irving, "Washington and His Country."
Powell, "Historic Towns of Southern States."
Baldwin, "Four Great Americans."
Eggleston, "First Book in American History."
Fisher, "War of Independence."
Hart, "Source Readers."
Scudder, "Life of Washington."
"Our Own Country," Book III.
"Around the World," Book III.
Carpenter, "North America."
King, Book Three, Part I.
See Library Reference Sheet.

9. Baltimore. The Oyster Fisheries of Chesapeake Bay.

History:—Captain John Smith and the settlement of Jamestown.

References:—

Carpenter, "North America."
Tarr & McMurry, "North America."
H. F. Moore, "Oysters and Method of Oyster Culture."
Powell, "Historic Towns of Southern States."
Hart, "Source Readers."
See Library Reference Sheet.

The Northern Illinois State Normal School.

10. The Pineries of North Carolina. Products—tar, pitch, turpentine, resin and lumber. Rice in South Carolina. Peanuts. Sweet potatoes.

History:—Sir Walter Raleigh.

References:—

Carpenter, "North America."
Tarr & McMurry, "North America."
Mill, "Handbook of Commercial Geography."
McMurry, "Special Method in Geography."
"Report of Secretary of Agriculture, 1892."
See Library Reference Sheet.

11. Florida:—Rock formation, coral. Everglades. Climate, winter resort. Oranges. Sponges.

History:—The Spaniard in Florida. St. Augustine.

References:—

Carpenter, "North America."
King, Book Four, Part II.
F. W. Davidson, "Florida To-day."
Powell, "Historic Towns of Southern States."

12. Texas and Cattle Raising. Ranch life. Pike's Peak. Irrigation in the arid west. Alfalfa. The sugar beet industry.

History:—Coronado in the Southwest.

References:—

"Our Own Country."
McMurry, "Special Methods."
Perry Mason, "Among the Rockies, No. 11."
Perry Mason, "On the Plains, No. 13."
Carpenter, "North America."
See Library Reference Sheet.

14. The Colorado River and the Grand Canon. Yellowstone Park.

History:—"Powell's Exploration of the Grand Canon."

References:—

"Around the World," Book III.
Perry Mason, "Among the Rockies, No. 11."
Chittenden, "Yellowstone National Park."
Carpenter, "North America."
Tarr & McMurry, "North America."
McMurry, "Special Method in Geography."
"Special Method in History."
See Library Reference Sheet.

14. Gold mining in California. Story of the discovery of gold. Different methods of mining. The great redwood forests of California and Washington. Wheat and fruit products. Irrigation. Los Angeles and San Francisco.

History:—Sir Francis Drake.

References:—

Elson, "Side Lights on American History."
"Around the World."
Carpenter, "North America."
Tarr & McMurry, "North America."
McMurry, "Special Methods."
Helen Hunt Jackson, "Glimpses of Three Coasts."
See Library Reference Sheet.

15. The Columbia River and Salmon Fishing.
History:—Lewis and Clark's expedition.
References:—
McMurry, "Type Studies."
Elson, "Side Lights on American History."
"Around the World," Book III.
Carpenter, "North America."
"Country Life in America, June, 1903."
Century Magazine, June, 1903.
"United States Government Report."
See Library Reference Sheet.
16. Alaska. How acquired by U. S. Climate. Japan Stream. Glaciers. The people. Cold. Salmon. Seals.
History:—Magellan's trip across the Pacific Ocean.
References:—
Carpenter, "North America."
"Around the World," Book Two.
Perry Mason, "In Alaska, No. 10."
Appleton, "Guide to Alaska."
Fiske, "Discovery of America."
See Library Reference Sheet.
17. Mexico. Climate. Effect of elevation. Volcanoes. The City of Mexico. The native people. Occupations. Seaports.
History:—Cortez.
References:—
Carpenter, "North America."
"Our American Neighbors."
"Around the World," Book II.
Tarr & McMurry, "North America."
Ballou, "Foot-Prints of Travel."
See Library Reference Sheet.
18. Cuba, Porto Rico, Hayti, Jamaica, the Bahama Islands.
History:—Columbus.
References:—
"Around the World," Book III.
"Around the World," Book II.
Ballou, "Foot-Prints of Travel."
Tarr & McMurry, "North America."
Eggleston, "First Book of American History."
Ober, "Porto Rico and Its Resources."
See Library Reference Sheet.
19. North America as a whole. Surface and outline. Map work. Zones—climate, what effects, life of each zone—man, plant, animal. Cities and cause of growth. Means of transportation, rivers, lakes, oceans, canals and railroads. Common roads. Resources. Natural. Produced by the hand of man. Political divisions.
History:—"Story of Our Continent."
References:—
Shaler, "Story of Our Continent."
Mill, "The International Geography," pp. 664-678; 710-773.
Tarr & McMurry, "North America," Section I.

The Northern Illinois State Normal School.

SIXTH GRADE.

1. Trip by steamer from New York to Liverpool. Preparation for journey. Boat lines. Plan of boat. Expense of trip. Time taken in crossing the ocean. Incidents on a trip. Icebergs. Life in the ocean.

References:—

Steamship Guides.

King, "Northern Europe," Book Six.

Carpenter, "Life in Asia," Chapter I.

See Library Reference Sheet.

2. Liverpool. Cause of growth. Commerce. The Mersey River. The study of the tides. Wet and dry docks. Manchester ship canal. Cotton. (Recall previous work on cotton.)

References:—

Taine, "Notes on England."

King, "Northern Europe," Book Six.

"U. S. Consular Report, 1899," Vol. 12, p. 812.

Tarr & McMurry, "North America," pp. 59-62.

See Library Reference Sheet.

3. Leeds, Birmingham, and Sheffield. Coal and Iron. A study of great manufacturing centers. Leading occupations of the English people.

References:—

King, "Northern Europe," Book Six.

See Library Reference Sheet.

4. London. A great metropolis. Map and sections of the city. The Thames River, St. Paul's Cathedral, Westminster Abbey, The House of Parliament, The Tower.

References:—

Taine, "Notes on England."

Goldwin Smith, "Trip to England."

Youth's Companion, No. 2, "Glimpses of Europe."

King, "Northern Europe," Book Six.

Coe, "Modern Europe."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

5. Location, relief and contour of the British Isles. Climate. The Gulf Stream. Latitude of England as compared with Illinois. Compare climate.

References:—

Guyot, "Earth and Man."

Frye, "Grammar School Geography."

6. Scotland. The people. Compare with the English. Edinburgh, Glasgow. Ship-building. Growth of Glasgow. The Clyde River. The highlands and lowlands. Scott, Burns, Douglas, Wallace, Bruce. (See Literature.)

References:—

King, "Northern Europe," Book Six.

Frye, "Grammar School Geography."

Coe, "Modern Europe."

See Library Reference Sheet.

Catalogue and Course of Study.

7. Ireland. The people. Occupation. Poverty and English rule. Peat bogs. Belfast and Dublin. Linen. Queenstown ocean traffic and sub-marine cables.

References:—

King, "Northern Europe," Book Six.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

8. The Mediterranean Sea. Strait and rock of Gibraltar. England's strong fortifications. The world's great forts. The peninsulas of Southern Europe. The islands of the Mediterranean. Spain and her people. Granada, and the Moors. Bull fights. Italy and the Italians. Rome, Venice, Naples, Mt. Vesuvius and volcanoes. The valley of the Po. Greece and her past glory. Ruins of Athens. Turkey and the Turk. The Black Sea and Constantinople.

References:—

W. D. Howell, "Italian Journeys."

Youth's Companion, No. 2, "Glimpses of Europe."

Ballou, "Foot-Prints of Travel."

Coe, "Modern Europe."

Stoddard's Lectures.

Frye, "Grammar School Geography."

See Library Reference Sheet.

9. France. Paris, the city of art. Lyons, and the silk industry. Bordeaux, and grape culture—wine. Characteristics of the French people.

References:—

Mill, "Handbook of Commercial Geography," pp. 96-103; 78-83.

Clow, "Stories of Industries," Vol. IX, pp. 48-58.

Coe, "Modern Europe."

See Library Reference Sheet.

10. Holland. Dutch Windmills. Canals. Dykes. Reclaimed land. The industry of the people. Amsterdam.

References:—

"Northern Europe," Youth's Companion Series.

"Glimpses of Europe," No. 2, Youth's Companion.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

See Library Reference Sheet.

11. Germany. The Rhine River. Scenery, history, cities. Berlin, the Kaiser city. The German Army and service required of the citizens of Germany. German schools and universities. Dresden and chinaware. Hamburg, seaport. Sugar beet industry. The Baltic and North Sea Canal. Essen, and Krupp guns. Manners and customs.

References:—

"Northern Europe," Youth's Companion Series.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

McCormick, "Suggestions on Teaching Geography."

Ballou, "Foot-Prints of Travel."

Stoddard's Lectures.

See Library Reference Sheet.

The Northern Illinois State Normal School.

12. Switzerland. The Alps. Glaciers, scenery, dangers of climbing the Alps. The Swiss peasant life.

References:—

"Northern Europe," Youth Companion Series.

"Around the World," Book Two.

"Glimpses of Europe," Youth's Companion.

Coe, "Modern Europe."

See Library Reference Sheet.

13. Norway and Sweden. The land of the midnight sun. Study motions of the earth—inclination of the earth's axis. Effect of the Gulf Stream upon the climate. Fishing, cod and herring. Forests. Iron ore. Agricultural products of Sweden. Manners and customs.

References:—

"Northern Europe," Youth's Companion.

"Around the World," Book Two.

"Glimpses of Europe," Book Six.

Coe, "Modern Europe."

Ballou, "Foot-Prints of Travel."

Frye, "Grammar School Geography."

14. Russia. The building of St. Petersburg by Peter the Great. A Russian Village (See "Northern Europe," by Ginn & Co.) The Siberian Railroad. Russia's agricultural resources. The government of Russia in contrast with ours. Moscow and Nijni-Novgorod. (See "Northern Europe," by King, Book Six.)

References:—

Carpenter, "Asia."

Smith, "Life in Asia."

Highways of Commerce, Special Consular Reports, 1899, Vol. 12, p. 409.

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

15. The Danube River. See "A Trip Down the Danube River," in "Modern Europe," by Coe.

See Library Reference Sheet.

16. Map study of Europe as a whole. Climate—What affects it? What conditions do we find? Effect upon the people? Upon vegetation? Natural resources of Europe. Leading industries. Cities of Europe, and why they came to be. Nations of Europe.

References:—

Frye, "Grammar School Geography."

SEVENTH GRADE.

1. Egypt. The Nile River—inundation. Cairo and the pyramids. Alexandria and commerce. The desert of Sahara. Joseph and his people.

References:—

Ballou, "Foot-Prints of Travel."

Badlam, "Views in Africa." Stoddard's Lectures.

Curtis, in Record-Herald. See Library Reference Sheet.

2. The Suez Canal. Description. Difficulties of construction. Value to commerce. Owned by England. The Red Sea. Aden.

References:—

Smith, "Life in Asia."

Catalogue and Course of Study.

Badlam, "Views of Africa."

"U. S. Consular Reports, 1899," Vol. 12, p. 900.

See Library Reference Sheet.

3. India. The people. English rule. The sacred river, Ganges, and the religious beliefs of the people. Benares, Calcutta. Productions—rice, cotton, coffee, opium, wheat and jute. The relief and climate. The Himalayas. Rivers of Southern Asia.

References:—

Carpenter, "Asia."

Smith, "Life in Asia."

McCormick, "Suggestions on Teaching Geography."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

4. China. The Mongolian Race. Races of mankind. The peculiarities of the people. Tea culture. Opium. Food products. The Chinese Wall. The Grand Canal. (See "Highways of Commerce in Foreign Countries"—special Consular report of 1899.) The great undeveloped coal fields of China. Thibet.

References:—

Carpenter, "Asia."

Smith, "Life in Asia."

Educational Publishing Co., "China."

5. Japan. The people. The Yankees of the Orient. Account of her rapid stride to the front. Her position and relation to Asia. The War with Russia.

References:—

Smith, "Life in Asia."

Carpenter, "Asia."

See Library Reference Sheet.

6. General survey of the geographical features of Asia. Mountain systems, plains, rivers, valleys, desert regions. Political divisions.

References:—

Smith, "Life in Asia."

Frye, "Grammar School Geography."

7. Australia. Ranch life in Australia. Sheep. Wool. Shipment of frozen meat to Europe. The rabbit nuisance. The lack of rain in Western Australia—the cause. Study of trade winds. The great coral reefs. Gold mining. Wheat. The vine. Queer animals of Australia. The native people. The early settlers. Government. Political divisions. Chief cities. Tasmania and New Zealand, study briefly.

References:—

Kellogg, "Stories of Australia," Book VII.

Mara L. Pratt, "Stories of Australia," Vol. I.

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

8. The Philippine Islands. How United States obtained possession of them. The character of the native people. The problem before the United States in dealing with the people of these islands. Hawaii—Samoan Islands.

References:—

"Around the World," Book II.

See Library Reference Sheet.

9. South Africa. England's relation to South Africa. The native people. The Boers and the Transvaal War. The diamond mines of Kimberly. The Congo Valley. The Lake region of

The Northern Illinois State Normal School.

Central Africa. The large animals of Africa.

References:—

Badlam, "Views of Africa," Book VII.

Frye, "Grammar School Geography."

See Library Reference Sheet.

10. South America. The Panama Canal. Make a study of the valleys of the Orinoco, Amazon and La Platte Rivers. Cause of wet and dry seasons. Cattle raising and agriculture in South America. Leading commercial cities. Countries of South America. Our interest in South America.

References:—

Carpenter, "South America."

Ballou, "Foot-Prints of Travel."

Frye, "Grammar School Geography."

See Library Reference Sheet.

EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the term. Shape and size of the earth. Great land and water groups. Proofs of the earth's rotundity. Inclination of the earth's axis, Zones, Latitude, Longitude, Surveying. Seasons. Motions of the earth. Position of the earth in the Solar System. The sun, moon, stars. The movement of the sun's shadow. Noon angle. What affects the climate of a place on the earth's surface? Winds. What are they? Causes? Kinds? Use? Ocean Currents. Causes. Important currents. Use. Changes going on affecting the surface of the earth.

References:—

Frye, "Grammar School Geography," first part of book.

Tarr & McMurry, Sections I—VIII.

Guyot, "Earth and Man."

General Reference Books:—

Tarr & McMurry, "Geographies," Books I, II and III.

Patton, "Natural Resources of United States."

McMurry, "Special Method in Geography."

Hubertson, "Geography from Original Sources."

Brigham, "Geographical Influences in American History."

Semple, "American History and its Geographical Conditions."

Adams, "Elementary Course in Commercial Geography."

Trotter, "Commerce of Geography."

Lyde, "A Short Commercial Geography."

Curtiss, "Articles in the Chicago Record-Herald."

Rand, McNally and Co., "Journal of Geography."

"The National Geographical Magazine."

Dunton, "The World and Its People." (Geographical Readers.)

King, "The Picturesque Geographical Readers."

Carpenter, "Geographical Readers."

Ridgway, "New Basis of Geography."

Shaler, "Brooks and Brook Basins."

Stoddard, "Lectures."

Reclus, "The Earth and Its Inhabitants."

"Standard Encyclopedias."

King, "Methods in Geography."

Parker, "How to Teach Geography."

HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men; increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines. Assignment of broad topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common, or by individuals, or by the teacher; the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of narration and reading of stories from our national history selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The history stories for these grades are listed in connection with the Geography topics with which they correlate. Like the Geography, this portion of the course in History follows Dr. C. A. McMurry's plan.

SIXTH GRADE.

Periods of discovery, exploration and settlement presented mainly in the biographies of its more significant characters.

Colonial life: Community and home: social customs, dress, manners. Travel. Industry and trade.

SEVENTH GRADE.

The Indian and inter-colonial wars. The Revolutionary War. Government: Colonial; the Continental Congresses; the articles of confederation—to the adoption of the constitution.

EIGHTH GRADE.

Formation and adoption of the constitution. Development under the constitution—to the present time.

NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations, that detects incongruities, that images magnitudes in their relations accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (psychical) activity, from the actual use of certain things (material, tools) to reach a certain (definite, preconceived) end;" that "the pupil may (must?) perform many operations and reach definite results by implicitly using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: *Psychology of Number*.)

In Grades I and II, therefore, there should be no distinctive number classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child to thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to the spirit and purpose of this work. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out a set of conditions and discovering how to adjust tools and material to fulfill such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such a way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to the use of things given to work with. Dictation exercises are valuable for this purpose. The ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

RELATED NUMBER WORK.

1. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Catalogue and Course of Study.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for rows 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or both. A monitor comes to teacher for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Finding line or a given word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equals 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to $\frac{1}{2}$ in. equal 2 degrees, $\frac{1}{4}$ in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, today than yesterday? etc.

(3) Time. Hours, half hours, quarter hours; $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

The Northern Illinois State Normal School.

III. Construction.—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computations necessary to get total lengths and breadths and effect of any allowance, e.g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays for paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches; $\frac{1}{2}$ in. by 6 in., divided into $\frac{1}{2}$ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: Tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combinations in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know:

- a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
- b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's and 4's.
- c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
- d. Much about fractions and their use.

Catalogue and Course of Study.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down above.

In Grades III to VIII, the Werner Arithmetics will be used as text-books, arranged as follows:

Grade III—Book I, pp. 1-80.

Grade IV—Book I, pp. 81-192.

Grade V—Book I, pp. 192-256; Book II, pp. 1-78.

Grade VI—Book II, pp. 79-189.

Grade VII—Book II, completed; Algebra.

Grade VIII—Book III, omitting the Geometry, and Algebra reviewed.

Note.—In using the above series, teachers should keep carefully in mind:

- a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of prefaces and foot notes is essential to a sufficient teaching knowledge of the grade work.
- b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
- c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
- d. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only to master the given phase as a development of the previous lesson.
- e. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imaging and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the schoolroom to problems of everyday life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.

The Northern Illinois State Normal School.

8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's *Psychology of Number*; Cook's *Method in Written Arithmetic*.

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

References:—

1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surface.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle:—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled, rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, $22\frac{1}{2}$ degrees; rhombus, rhomboid, etc., one side given; to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of

Catalogue and Course of Study

each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Named according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrated in each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms, of different bases.

Computing the area of the surface in the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative area of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

New terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

The Northern Illinois State Normal School.

NATURE STUDY.

This work is under the general direction of the head of the Science Department. Outlines are prepared amplifying the course of study and forecasting the studies of each month; each topic is elaborated and discussed with the student teachers in regular teachers' meetings. The daily work is under the constant observation of the critic teachers and in immediate touch with the science laboratories.

In the lower grades, the studies are of an informal nature, aiming to acquaint the pupil with the more familiar features of his environment and to foster in him a sympathetic interest and a spirit of inquiry. In the intermediate classes there is an increasing emphasis upon the interpretative, experimental and economic aspects of the study. There is also an increasing opportunity to elucidate and enrich the other lines of study, and to exhibit the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. The course calls for much experimentation; such investigations must be developed inductively and must be the pupil's means of solving problems which have arisen in the classroom. In the grammar grades there is occasion to organize and systematize the studies so that they take on in considerable measure the aspect of elementary science.

In each grade some form of individual nature-study notebook is kept, serving as a record of the work done; nature notes and calendars are preserved from year to year. While the topics chosen are determined largely by the changing panorama of the seasons, there is nevertheless considerable correlation with other studies. In all grades, in the winter term, ten weeks are devoted to the study of Human Anatomy, Physiology and Hygiene, including instruction as to the effects of alcohol, tobacco and narcotic poisons. In the spring term, especially, the school garden receives appropriate attention. In each room, collections are made of nature study material, to remain as the permanent property of the school.

In the course which follows, more material is suggested than can be treated in the time allotted; there is opportunity, and even necessity, for choice. But throughout this work the purpose is not to cover ground, but to develop appreciation and power. The soul of nature study is in the attitude it engenders.

(References marked (N) are printed leaflets issued by the Science Department under the title of "Northern Illinois Nature Studies." They are distributed to the students in the department and to student teachers in charge of nature-study classes).

FIRST GRADE.

FALL.

Report and discuss summer experiences out-of-doors.

Identify the most common fall flowers; make flower chart; record dates.

Catalogue and Course of Study.

References:—Blanchan's *Nature's Garden*; Mathew's *Fieldbook of American Wild Flowers*.

Seed dispersal in thistle and milkweed. (N) Studies in Seed Dispersal.

Identify the most familiar trees; note differences in leaf coloration in different oaks; collect autumn leaves and make chart. (N) The Oaks.

Study flower of evening primrose and of nasturtium.

Picture the landscape at the first of each month.

Make weather chart for each month, using colored circles to indicate kind of day. Ornament chart with appropriate drawing or with seasonable science material. (N) Weather Study in Primary grades.

Identify those common birds which are flocking to go south; robin, bluebird, bronzed grackle. Look for winter birds from the north.

Note garden activities in the fall. Gather nasturtium and sunflower seeds, and lima beans for planting next spring. Identify fall vegetables.

The apple, in connection with Thanksgiving, studied in detail. Plant seeds of apple and other fruit trees.

References:—McMurry's *Special Method in Science*.

The locust; habits, means of protection, organs of special sense. Comparison with grasshopper and katydid. (N) The Locust and its Relatives.

The first snow; study crystals; compare with frost and ice.

The cat. Habits, adaptations, food, enemies, special senses, mental traits.

References:—

Schmeil's *Introduction to Zoology*, Brehm's *Life of Animals*; (N) *Pet Animals*; Hodge's *Nature Study and Life*.

Clothing. Hygiene of dress. Purpose of clothing. Kinds of material. One week devoted to this subject as a topic in physiology.

Reference:—(N) *Hygiene for Primary Grades*.

The Christmas tree. Study of the character of the Norway spruce; why is it suitable for a Christmas tree? What manner of life does it lead? Form, mode of branching, foliage. (N) The Christmas Tree.

WINTER.

Clothing (continued from fall term). Dangers from tight clothing, from wet clothing; necessity for change of clothing, bathing, etc. Airing of bed clothing. Parts of the body needing extra precaution. Danger of too early change of clothing when warm weather comes, etc.

The mouse.

Reference:—Brehm's *Life of Animals*.

The Northern Illinois State Normal School.

Food; eating and drinking. Our bodies compared to a stove or to an engine. Activities of the body; necessity for food. Growth; exercise, good air and water; sleep; regular habits. What and how to eat. Care of teeth. Cooking. Drinks: ice water; tea and coffee; alcoholic beverages; temperance in all things. Effects of tobacco.

Reference:—Krohn's Graded Lessons in Hygiene; (N) Hygiene for Primary Grades.

The care of house plants. Plant necessities: water, light, temperature, soil. Plant nasturtium in window boxes.

The frog (from an aquarium). An animal from the pond; its habits; temperature, hibernation. Locomotion, protective coloration; breathing, croaking. Food; enemies. What shall we look for in the spring? (N) The Frog.

Breathing; ventilation. Need for air; effect of exercise. How to breathe; extent of lungs; posture. Fresh air; how to ventilate schoolroom, bedroom, etc. (N) Hygiene for Primary Grades.

The horse.

Weather charts for each month.

Watch for returning birds; habits of robin and bluebird.

SPRING.

Pussy willow.

Elm, soft maple, and willow twigs. Flower and twig buds. Later the apple twig; bud, blossom, and developing fruit. (N) Spring Study of the Elm Twig.

Study of the caged canary.

Bird identification and habits. Flicker, redhead, meadow lark, crow. The squirrel.

Reference: Brehm's Life of Animals.

Weather chart, noon shadow, length of day; date of last snow.

(N) Weather Study in Primary Grades.

Growth of underground parts; identification of dandelion, thistle, burdock, etc.

Study of frog, spawn and developing tadpole; care of aquarium.

Identification of a few common spring flowers; flower chart, with dates. Special study of buttercup, violet, and wild geranium. Collect wild flower seeds.

Garden: Gladiolus, lima bean (climbing), sunflower, tiger lily. Seeds of wild flowers and of elm and silver maple.

SECOND GRADE.

FALL.

Report summer observations.

Care of garden. Study lima bean and sunflower.

Note outlines for First Grade; identify additional birds, trees and fall flowers: special study of a few common ones, easily observed.

Prepare earth and plant fall bulbs of narcissus in pots or window boxes; start bulbs of Chinese lily, or paper white narcissus, in bowl of water on pebbles; study a bulb to learn what it is. Follow development of these plants in science notebooks, with notes and drawings; record dates of planting, appearance above ground, blossoming, etc.

Catalogue and Course of Study.

Reference.—(N) October.

The cricket; its peculiarities of behavior, color, form; male and female; comparison with locust. (N) The Locust and its Relatives.

Cabbage butterfly; life history; collect other common butterflies, caterpillars and cocoons to keep over winter.

Reference: Holland's Butterfly Book.

Seed dispersal in burdock, sticktight, and cocklebur. (N) Studies in Seed Dispersal.

Distinguish acorns of red, scarlet and burr oaks; plant acorns and other nuts in partial shade. (N) The Oaks.

The cow.

The pumpkin plant, flower and fruit; in connection with Thanksgiving. (N) Thanksgiving Nature Studies.

Review topic of clothing.

The pine tree; compared with Norway spruce. Cones.

Weather chart for each month, with disc for kind of day and arrow for direction of wind. (N) Weather Study for Primary Grades.

WINTER.

Review topic of food, eating and drinking; effect of alcohol and tobacco.

Review topic of breathing, ventilation and exercise.

Emergencies. Treatment of cuts, scratches, bruises, burns; nosebleed, frostbite, choking, fainting, broken bones, foreign substances in eye, sting of insects, etc. (N) Hygiene for Primary Grades.

A study of Frost, Snow and Ice.

Special senses. Means of gaining knowledge or pleasure. Care of each organ; care of hands.

The gold fish.

Intemperance; abuse of the body by use of alcoholic and narcotic poisons.

Good habits; cleanliness, posture, language, courtesy.

Bulb plants in blossom.

The dog, studied as was the cat last year.

References: Shaler's Domesticated Animals; Hodge's Nature Study and Life; Brehm's Life of Animals; (N) Pet Animals. Study of the English Sparrow.

Reference: Hodge's Nature Study and Life.

The winter birds. Identification and habits of those available. Attraction by food.

References: Hodges Nature Study and Life. (N) "Winter Birds."

Plant pansy seed in window box. Care of house plants.

The hen.

Reference: McMurry's Special Method in Science.

Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.

Spring signs.

SPRING.

Bird calendar. Study screech owl, hawk, blackbirds, or other birds of the neighborhood. Do not overdo pictures.

Identification and calendar of oaks; leaves and blossoms. (N) The Oaks.

Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.

Biographical study of dandelion.

Reference: Bailey's Lessons With Plants.

The Northern Illinois State Normal School.

Collect and plant tree seeds; catalpa, locust, red elm, white elm, silver maple, willow, cottonwood.

Reference: Hodge's Nature Study and Life. (N) Spring Studies With Trees.

Pond animals; crayfish with young; frog spawn; insect larvae (dragon fly, water tiger, etc). (N) Pond Studies.

The gopher.

Garden: morning glory, aster; radish, pumpkin. Transplant pansies. Tree seeds or seedlings.

THIRD GRADE.

FALL.

Care of garden.

Morning glory; study plant and flower; collect seed. Other climbing plants; woodbine, Boston ivy, wild cucumber, wild grape, etc. Seed dispersal in dock, violet, balsam and tumbleweed.

Roadside plants, (N) Studies in Seed Dispersal.

Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.

Reference: Hodge's Nature Study and Life.

Insect preparation for winter; try to get locusts to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

Reference: (N) "Some Common Butterflies."

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plant and upon tree seeds or seedlings in nursery bed. Leaf mould. How rich soil is formed.

Preparation and planting of tulip bed. (N) October.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving. (N) Thanksgiving Nature Studies.

Barnyard fowls.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain, etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles' How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables; storing, preparation, ways of cooking. Purposes of cooking. The cooking of other foods. A topic in physiology.

Reference: Farmers' Bulletin, No. 94. The Vegetable Garden.

WINTER.

Winter birds. Three food groups; woodpeckers, sparrows, birds of prey. Economic value as destroyers of insects, weed seeds and rodents.

References: (N) "The Woodpeckers;" (N) "The Sparrows and Their Relatives;" (N) "The Birds of Prey." Migration problem largely a question of food supply; attracting the birds.

Catalogue and Course of Study.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink, habits, postures, exercise, breathing, ventilation, special senses, emergencies and minor accidents; contagious diseases. (N) Hygiene for Primary Grades.

Uses of Fire about the house; heating, cooking, laundry. Kinds of fuel: methods of use; danger, etc.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and functions of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

Reference: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and on transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seedling, removing cotyledon.

References: Coulter's Plant Studies; Bergen's Foundations of Botany; (N) "Experimental Plant Physiology."

The rabbit. (N) Pet Animals; (N) The School Zoo.

The toad, from aquarium, or, from hibernation in window box.

Reference: Hodge's Nature Study and Life.

Weekly weather book. (N) Weather Study for Primary Grades.

SPRING.

Tree Calendar; awakening of winter bud; transplanting of seedlings. Further studies of familiar birds; nesting habits; peculiarities of flight. Wild flowers; transplant to garden. Make room herbarium. Collect toad spawn and rear tadpoles.

References: Hodge's Nature Study and Life; (N) Pond Studies.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

References: Smith's Economic Entomology; Hodge's Nature Study and Life.

A study of the lawn; making and care of a lawn; weeds, insects, birds, shrubbery, etc.

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference: (N) "Insect Galls on Trees."

The tulip bed, care of bed planted last fall; study of tulip flower.

References: (N) The Lily Family.

The clovers; white, red and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

References: Bailey's Lessons with Plants; Darwin's Origin of Species; (N) The Clovers and Their Relatives.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley.

FOURTH GRADE.

FALL.

Care of the garden.

The locust and its relatives (Orthoptera). Adaptations to mode of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

The Northern Illinois State Normal School.

References: Needham's Zoology; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons With Plants.

Animals of the pond. Turtle, mussel, snail, crawfish, muskrat.

Reference: (N) Pond Studies.

Animals of the Zoo; a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industries.

References: Schmeil's Introduction to Zoology; (N) "The School Zoo"; Hornaday's Natural History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N) Pet Animals; Romanes' Animal Intelligence; Bostock's Training of Wild Animals, readings from Burroughs, Thompson-Seton, Long.

The turkey, wild and domesticated; in connection with Thanksgiving. (N) Thanksgiving Nature Studies.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N) The Teeth.

WINTER.

Common planets, stars and constellations.

Reference: Ball's Starland.

A study of levers. Developed inductively.

Bones; the framework of the body. Function, structure, hygiene.

Forms of exercise; the muscular system. The tobacco heart. Games; the gymnasium.

Reference: McMurry's Special Method in Elementary Science.

Structure, function and care of the skin. Bathing. Effects of alcohol on nervous system.

Reference: McMurry's Special Method in Science.

Sanitary problems of the cellar.

Reference: McMurry's Special Method in Science.

Forms of water; evaporation, freezing; solutions; filtering, etc. History of a rain drop. Drinking water. Hard and soft water.

Cleanliness in the kitchen.

Reference: McMurry's Special Method.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

Reference: (N) "The Woodpeckers," Eckstorm's Woodpeckers.

Catalogue and Course of Study.

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N) Northern Illinois Flower Calendar.

Poisonous Plants.

Reference: Farmers' Bulletin No. 86,—Thirty Poisonous Plants.

The pond; toad, mosquito, dragonfly. Metamorphosis.

Reference: (N) Pond Studies.

The house fly.

Comparative studies of shade trees.

Reference: Keeler's Our Native Trees.

The garden. Dahlia; carrot, parsnip; cotton; tree seeds. The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N) "Autumn Studies With Plants"; (N) "October."

Water in the plant. Experimental studies suggested by preceding topic.

Reference: (N) "Experimental Study of Water in the Plant";

McMurry's Special Method in Elementary Science.

Special study of the oaks. Scarlet, red, bur and white oaks.

Reference: (N) The Oaks.

Planting of nut tree and fruit tree seeds and seedlings. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Forestry; forest preserves; uses of woods and mode of finishing woods; collection of woods.

References: Pinchot's Primer of Forestry; Bruncken's N. A.

Forests and Forestry; Hough's Collection of Woods.

Goldfish and Perch.

Reference: Colton's Zoology (two parts).

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book. (N)

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N) "Physiology in Intermediate Grades," (N) "Physiology for the Fifth Grade."

Common tools; plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage in hotbed.

Begin bird calendar.

References: (N) Birds to be Found in Northern Illinois in Winter; (N) Northern Illinois Bird Calendar.

The Northern Illinois State Normal School.

SPRING.

- Plant pinks (*Dianthus*) in hotbed.
List of birds known. Bird calendar.
The sparrows; biographical studies of the sparrows and their relatives.
Group characters.
Reference: (N) "The Sparrows and Their Relatives"; Chapman's Handbook of Birds.
The Audubon Society; its aims and its work; organization of a chapter.
Reference: Write Miss Mary Drummond, Wheaton, Ill., for Audubon Society literature.
Transplanting; grafting and budding. Practical work with trees and shrubs.
References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture.
The trillium. Detailed study of the plant; morphology of the flower parts.
References: (N) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.
Identification and life histories of common weeds.
References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds; Yearbook, 1898—Weeds in Cities and Towns; (N) Some Common Weeds.
The willow; tree, habitat, flowering, pollination, seeds, galls; commercial uses.
Reference: Bailey's Lessons with Plants.
Insect galls on trees; pine cone willow gall; coxcomb elm-leaf gall, corrugated cottonwood gall, oak apple.
References: Comstock's Manual for the Study of Insects; (N) Insect Galls on Trees.
Garden: Strawberries; fruit bushes; cabbage; pinks.
Reference: Bailey's Garden Making.

SIXTH GRADE.

FALL.

- Care of the garden.
The cabbage butterfly and its relatives (Whites and Sulphurs).
References: Holland's Butterfly Book; French's Butterflies of Eastern U. S.; Scudder's Butterflies; (N) Some Common Butterflies.
Spiders.
References: Patterson's The Spinner Family; Report of Agricultural Experimental Station, Ithaca, N. Y., 1901.
Pebbles; rocks; glacial evidences. Collection of specimens.
References: Shaler's First Book of Geology; Charles' How to Read a Pebble; Tarr's Physical Geography.
Origin and composition of soils.
References: King's The Soil; Burkett, Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.
The earthworm. Habits; economic importance.
Reference: Darwin's Action of Earthworms.
Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant" done in fall term of Fifth Grade.

Catalogue and Course of Study.

References: Hodge's *Nature Study and Life*; Johnson's *How Crops Grow*; Johnson's *How Plants Feed*; Bailey's *Principles of Agriculture*; (N) *Water in the Plant*; (N) *Experimental Study of Soil Moisture*.

Planting of fall bulbs. Preparation of soil.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N) *Birds as Weed Destroyers*; (N) *The Sparrows and Their Relatives*.

Corals; fossils; minerals; collection and study of specimens.

References: Le Conte's *Geology*; Dana's *Corals and Coral Islands*; Crosby's *Common Minerals and Rocks*.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes' *The atmosphere*; Waldo's *Elementary Meteorology*; (N) *The Barometer*.

WINTER.

The cyclone. General storms. Monthly weather book.

Reference: Harrington's *About the Weather*; (N) *Cyclones*.

Circulation; a ten weeks' study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference: *Physiology for Sixth Grade*.

Coal; its origin; problems of mining; products, etc.

Planting of tomato, peanut and pansy in the hotbed.

The Metals.

Reference: McMurry's *Special Method in Elementary Science*.

SPRING.

Birds of prey.

References: (N) *Birds of Prey*; Yearbook, Dept. of Agric., 1894; *Hawks and Owls from the Standpoint of the Farmer*.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

Reference: (N) "Identification of Trees in Their Winter Habit."

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

Reference: (N) *The Flycatchers*.

The mustard family.

References: (N) *The Mustard Family*. Bailey's *Lessons With Plants*; Gray's *Manual of Botany*.

Insects injurious to trees and garden. Spraying. Pruning.

References: Hodge's *Nature Study and Life*; Lodeman's *The Spraying of Plants*; Saunders' *Insects Injurious to Fruits*.

Varieties of fruit trees.

The Mint Family.

Garden: Beet, potato, tomato, peanut, grape (from cuttings); pansy, geranium.

The Northern Illinois State Normal School.

SEVENTH GRADE.

FALL.

Care of garden.

Weekly summaries of nature notes.

Flower of evening primrose and of sweet pea.

Reference: Bailey's Lessons with Plants; (N) October; (N) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits.

Reference: (N) "October"; (N) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

Reference: Hornaday's Natural History.

The lift pump and the force pump; further studies of pressure in fluids.

The siphon and its uses; sewer traps, etc.

Forecasting the weather. The work of the Weather Bureau. Monthly weather book.

References: Harrington's About the Weather; Waldo's Elementary Meteorology.

Simple studies in heat.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the ear.

Zoogeography.

The green-house. Vegetation of the tropics.

SPRING.

Weekly summaries of nature notes.

Herbarium. Flower calendar.

Fertilizers; plant foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees' Fertilizers; Roberts' Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture.

The fairy shrimp; a type of life in the temporary pond.

The rose family, from botanical and economic standpoints.

Reference: The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.

Reference: (N) "The Wood Warblers"; Chapman's Handbook of Birds.

Poultry raising.

Reference: Watson's Farm Poultry.

The clover family. Botanical and economic studies.

Reference: The Clovers and Their Relatives.

Catalogue and Course of Study.

Bee, ant and wasp; the hive; economic value of wild bees.
Moss and fern; life histories.

Reference: (N) *The Moss and The Fern.*

Garden: Experimental studies with fertilizers; radish, beets, corn, peas.
Canna, aster, hollyhock.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insecta.

Agassiz Society.

Biographical study of great naturalists.

Write H. H. Ballard, Pittsfield, Mass., for literature.

The composite family.

Reference: (N) *The Composite Family.*

Study of fruits: the akene, berry, pome, pepo.

References: (N) "October"; Bailey's Lessons With Plants; Gray's Lessons in Botany; (N) *Comparative Study of Fruits.*

The dairy industry. Feeding. The silo.

References: Jordan's Feeding of Animals; government and state bulletins.

Domestic animals; cow, horse, pig, sheep. Ancestry; ecology; breeds.

Reference: Leaflets published by C. M. Parker, Taylorville, Ill.

Work of the Department of Agriculture and of the State Experiment Stations. See government and state reports.

Telescope and microscope. Studies in Light. The Eye.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospitals. Contagious diseases.

Reference: Conn's Germ Life.

Emergencies. Poisons. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

Electricity and magnetism; telegraph; door bell; electric light; dynamo and motor. X-ray.

SPRING.

Weekly summaries.

Water birds. Migration phenomena. Game laws.

References: (N) *Waders and Shore Birds*; *Blanchan's Game Birds.*

The pond as an ecological group. (N) *Pond Studies.*

Biological and economical study of the mosquito.

Food storage in seeds.

The Northern Illinois State Normal School.

Reference: Bergen's Foundation of Botany.

Plant physiology; tropisms; plant societies.

References: Macdougall's Experimental Plant Physiology; Coulter's Plant Studies; Bergen's Foundations of Botany; Atkinson's Botany.

Pollination; plant breeding.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants.

The pine tree and its relatives.

The grasses.

Reference: Sargent's Corn Plants.

Smuts and rusts; moulds and mushrooms.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; shrubs; landscape gardening.

Pollination experiments.

References: Keeler's Native Shrubs; Bailey's Garden Making.

DRAWING.

Drawing is "a universal language" and as such is valuable as an added means of expression. In reading, literature, science, geography, history, etc., expression by drawing should be encouraged whenever it will aid in securing stronger impressions or in giving clearer ideas to others. In science, drawing is a very important means of *acquiring* knowledge; in other studies mentioned it is more useful in *expressing* knowledge. However, the ultimate aim in the drawing work should be the cultivation of a habit of susceptibility to, and the appreciation of beauty of form and color, and to this end the study of actual form is made the basis of original creative work on the part of the child, and he is encouraged always to give thought to good arrangement and spacing and to harmonious color schemes.

The mediums used in all grades and in each term according to the nature of work, are pencil, brush and ink, colored crayon, blackboard and crayon and water colors. Clay, raffia, native grasses and other fibres, paper, cardboard, etc., are used freely in constructive work in the primary grades, while the intermediate and grammar grade pupils get constructive work in the manual training course. In all shop-work and in some of the "making" in the primary grades, the constructive or working drawing plays an important part.

FALL TERM—

Nature Study:—Autumn leaves, flowers, grasses, seed pods, fruits, vegetables. Landscape work, paying particular attention to the study of trees.

Illustrative work in connection with the other studies in the course.

Work related to the Thanksgiving and Christmas seasons—largely of the nature of decorative and constructive design.

WINTER TERM—

Continue such of the topics already mentioned as relate themselves to the winter season, the window gardens furnishing material for further studies in plant work.

The subjects to which particular attention is given this term are figure pose and animal drawing. The figure pose, as far as may be, should illustrate the reading, literature, geography, history and in the primary grades, children's work and play.

Object drawing, including toys, still life, and in the grammar grades, type forms (cube, cylinder, etc.) for developing principles of perspective. The forms should serve only as a means to an end and should be used sparingly.

SPRING TERM—

Nature study as suggested by the season—growth of bud and blossom, grasses, birds, etc. Study and draw trees, dwelling upon characteristic form and color.

Landscape drawing, expressing time of day, aspects of weather and changes of season in sky, land and water.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

Aim—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

3. To develop self-control, self-reliance, attention, concentration of thought, and dexterity, laying a basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest, through change of activity, and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combinations of movements as are adapted to the age and surroundings of the child.

The Northern Illinois State Normal School.

STUDENT TEACHERS, 1904-05.

One "assistant" credit is given for teaching one hour a day for a term. Three "assistant" credits are given for aiding in the charge of a room for a half of each day for a term. "Room" credits are given for room charge one-half of each day for a term.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Alexander, Jessie	3		Jackson, Helen	3	3
Anderson, Hilma	3		Jackson, Mabel	3	
Aubere, Pearl	3	3	James, Nellie		6
Austin, Catherine		3	Johnson, Lillian	3	3
Austin, Vida		3	Jordan, DeEtta	1	3
Baker, Carolyn	3	3	Kastrup, Ellen		3
Baker, Evelyn	3	3	King, Lora		3
Barnes, Florence	3	3	Koehler, Gussie	3	
Barr, Gertrude		3	Ledford, Denton	3	
Burgess, Alice	3		Lewis, Julia B.		3
Butler, Lula	3		McChesney, Caroline	3	
Callaway, Ezra S.		3	Meese, Lillian		3
Carmichael, Edith	3	3	Mercer, Irene		3
Cary, Charlotte		3	Montgomery, Grace	3	3
Colton, Jessie F.	3		*Mull, Cora		4
Cooley, Anna	3		Muzzy, Bertha	3	
Dart, Augusta S.	3	3	Nashold, Fred W.		6
Davison, Roxalena		3	Nelson, Annie		3½
Devine, Mrs. Laura	3		Nelson, Esther	3	
Dewey, Mabel	3	3	Nelson, Flora	3	3
Donovan, Mabel	3	3	Noel, Corrine	3	
Dunn, Elizabeth	3	3	Obye, Harriett		3
DuVon, Mabel	3	3	Parker, Cecil M.	3	
Elftman, Cora	3		Parmely, Idella	3	
Elliott, Gertrude		4½	Parson, Bessie		3
Erwin, Elizabeth	3		Partridge, Charlotte	3	3
Farr, Alvin I.		4½	Partridge, Eleanor	3	3
Fritz, Mary Winifred	3		Patten, Elizabeth		4
Grimwood, Ada J.	3	3	Quinlan, Katherine		3
Haight, Irene		3	Rahan, Alida (Mrs.)	1	
Hanrahan, Alice	3	3	Rodger, Mary	3	
Hartwell, Julia	1½	3	Rosencrans, Mae	3	
Harvey, Edith		3	Rowley, Besse	3	3
Higinbotham, Helen		3	Samter, Gertrude	3	3
Hoffman, Helene	3		Shea, John F.	3	3
Hurley, Coila	3	3	Skiles, James Roy		3

*Credits for supervising studies.

Catalogue and Course of Study.

Staup, Nina	3	Way, Flora	3
Storey, Mary Alice	3	West, Dorothy	3
Strossman, Marion	3	White, Grace	3
Swarthout, Alice	3	Wright, Clark G.	3
Traux, Eugene A.	4	Zellar, Vera	3
Turner, Edith	3		3

STUDENTS.

Special Students.

Name.	County.	Town.
Aubere, Pearl Laura.....	Mason	Havana
Barker, Eva	Ogle	Rochelle
Cheney, E. Zola.....	DeKalb	DeKalb
Coultas, Bertha Mercy.....	DeKalb	Malta
Foiles, Earl LeRoy.....	DeKalb	DeKalb
Hill, Mrs. Mary Overman.....	DeKalb	Sycamore
Jacobson, Oscar S.	DeKalb	DeKalb
Koehler, Gussie		Blue Hill, Nebr.
Osborn, Helen Webster.....	Winnebago	Winnebago
Purviance, Fannie		Geneva, Nebr.
Stanton, Nellie May	Joe Daviess	Stockton

Seniors.

One-Year Course.

Name.	County.	Town.
Conley, Charles C.....	Winnebago	Rockford

Two-Year Course.

Name.	County.	Town.
Baker, Carolyn Valentine.....	DeKalb	DeKalb
Baker, Evelyn Daisy	DeKalb	DeKalb
Callaway, Ezra Samuel	Marshall	Henry
Carmichael, Edith Carolyn.....	Kankakee	Kankakee
Cary, Charlotte L.....	Kane	Elgin
Cockfield, Mabel	Kane	Aurora
Dart, Augusta Stuart.....	Rock Island	Rock Island
Dewey, Mabel	DeKalb	DeKalb
Donovan, Mabel Winifred.....	McHenry	Woodstock
DuVon, Mabel Theresa.....	McHenry	Marengo
Elliott, Mary Gertrude.....	Cook	River Forest
Grimwood, Ada Josephine.....	Kendall	Bristol
Hartwell, Julia Mary.....	Lee	Paw Paw
Harvey, Edith Mary.....	DeKalb	Sycamore
Higinbotham, Helen	Kane	Elgin
Hurley, Coila Pearl.....	Winnebago	Pecatonica

The Northern Illinois State Normal School.

Name.	County.	Town.
James, Nellie	Stephenson	Freeport
Johnson, Lillie Alida.....	Kane	Batavia
Jordan, DeEtta Josephine.....	DeKalb	Cortland
King, Lora Gladys.....	DeKalb	DeKalb
McChesney, Caroline Rebecca....	Cook	Chicago
Montgomery, Grace Anna.....	York, Nebraska	
Nashold, Fred W.....	Ogle	Monroe Center
Nelson, Flora Grace.....	DeKalb	Cortland
Partridge, Charlotte Russell.....	Cook	Evanston
Partridge, Eleanor Orr.....	Cook	Evanston
Rahn, Mrs. Alida B.....	DeKalb	Sycamore
Rowley, Besse	DeKalb	Sycamore
Samter, Gertrude	McHenry	Marengo
Truax, Eugene Allison	McHenry	Crystal Lake
Turner, Edith Caroline.....	Cook	LaGrange
Wilson, May E.....	Kane	Aurora
Zellar, Vera Pearl.....	Kendall	Plano

Three-Year Course.

Name.	County.	Town.
Barr, Gertrude Pearle	Will	Braidwood
Dunn, Elizabeth Moore.....	McLean	Bellflower
Farr, Alvin Isaac.....	Livingston	Saunemin
Haight, Irene Grace.....	DeKalb	Sycamore
Mercer, Irene	DeKalb	Somonauk
Mull, Cora Ellen.....	McLean	Lexington
Nelson, Annie	Kane	St. Charles
Reed, Myrtle A.	Lake	North Chicago
Reichardt, John Henry	LaSalle	Troy Grove
Shea, John Franklin Edmund....	LaSalle	Dimmick
Skiles, James Roy.....	LaSalle	Mendota
Way, Flora	Ogle	Rochelle
West, Dorothy Rebecca.....	Cook	Chicago
Patten, Sarah Elizabeth.....	Edmund, Oklahoma	

Students Who Have Finished One Year's Work or More in the Two-Year Course.

Name.	County.	Town.
Anderson, Hilma Albertine.....	Rock Island.....	Moline
Austin, Catherine Jane.....	McHenry	Woodstock
Austin, Vida Almeda.....	McHenry	Woodstock
Barnes, Florence Alice.....	Ft. Madison, Iowa	
Brennemann, Erna Marie.....	Putman	Florid
Burgess, Alice Maud.....	Ogle	Kings

Catalogue and Course of Study.

Name.	County.	Town.
Butler, Lula Bell.....	DuPage	Hinsdale
Chase, Eleanor Delle.....	Winnebago	Rockford
Clink, Flora Matilda.....	Kane	Montgomery
Colton, Jessie Fidelia.....	Kane	Aurora
Davison, Roxalena	Whiteside	Rock Falls
Edwards, Gertrude	LaSalle	Peru
Elftman, Cora May.....	Whiteside	Morrison
Erb, Mabel Anna.....	Lake	Waukegan
Erwin, Elizabeth	Winnebago	Pecatonica
Fellows, Abbie Mabel.....	McHenry	Hebron
Fritz, Mary Winifred.....	Kane	Aurora
Hanrahan, Alice Kathryn.....	DeKalb	DeKalb
Hayward, Olive Marguerite.....		Beloit, Wis.
Heine, Anna Helena.....	Kane	Aurora
Hesselbaum, Caroline Elizabeth.....	Kane	Aurora
Jackson, Helen Harriett.....	Kane	Elgin
Kemp, Elizabeth May.....	Lake	Lake Forest
Lucas, Elizabeth Ann.....	DeKalb	Malta
Marsh, Rose Mae.....	Kendall	Bristol
Muzzy, Bertha Mae.....	DeKalb	DeKalb
Nelson, Esther Wilhelmina.....	Rock Island	Moline
Newton, Clara Belle.....	Boone	Belvidere
Noel, Corrina	Winnebago	Cherry Valley
Obye, Harrietta Elizabeth.....	Jo Daviess	Galena
Overholser, Vinnie	Whiteside	Sterling
Parker, Cecil Maud.....	Cook	Oak Park
Parmely, Mary Idella	Kankakee	Grant Park
Quinlan, Katherine	Cook	Oak Park
Rosencrans, Mae	McHenry	Crystal Lake
Schell, Harmon Franklin.....	Will	Lockport
Sherwood, Goldie Faye.....	DeKalb	Malta
Spoor, Gertrude Justina.....	Ogle	Byron
Staup, Nina May.....	Lee	Amboy
Storey, Mary Alice.....	Whiteside	Morrison
Strossman, Marion Rae.....	Kane	Aurora
Tanner, Florence Mae.....	Kane	Aurora
Ulrich, Myrtle Mae.....	Kane	Aurora
VanderVeer, Hazel Wilson.....	Kane	Elgin
Vial, Sarah Adelia.....	Cook	LaGrange
Wiswall, Hazel Aline	DeKalb	DeKalb
Wiswall, Vera Minerva.....	DeKalb	DeKalb
Wood, Winifred	Cook	Evanston
Worthington, Ethel	Cook	Oak Park

The Northern Illinois State Normal School.

Students Who Have Completed Two Terms, but Not Three, of the Two-Year Course.

Name.	County.	Town.
Bragg, Edna Otylla.....	LaSalle	Mendota
Broderick, May Frances.....	Will	Joliet
Edmondson, Carrie B.....	Henry	Orion
Erickson, Marie	DeKalb	DeKalb
Erwin, Emma	Winnebago	Pecatonica
Grattelo, Florence Agnes.....	Stephenson	Freeport
Hebert, Edith	Kendall	Oswego
Hoffman, Helene Anna.....	Cook	Chicago
Jackson, Mabel Jane.....	Kane	Elgin
Kastrup, Ellen	Cook	Oak Park
Kochsmeier, Meta Emily	Stephenson	Freeport
Kropp, Lydia Marie	Rock Island.....	Moline
McDole, Ada Catherine.....	DeKalb	Elva
Meese, Lillian Gertrude.....	Rock Island.....	Moline
Miller, Emily Eliza.....	Lake	Lake Bluff
Morse, Maud Blanche.....	Kane	Dundee
Peterson, Alma Gustine.....	DeKalb	DeKalb
Phillips, Edith Mary.....	Kane	Elgin
Richards, Ada	McHenry	Woodstock
Scott, Nellie M.	Kane	Aurora
Suit, Estella Genevieve.....	Cook	Pullman
Swift, Olive Lucetta.....	DeKalb	DeKalb
Walker, Joseph Robert.....	DeKalb	Waterman
Williamson, Maud Maria.....	Whiteside	Rock Falls
Willment, Rosemond	Cook	Austin

Students Who Have Completed Less Than Two Terms in the Two-Year Course.

Name.	County.	Town.
Carter Nora Alberta.....	DeKalb	DeKalb
Clancy, Mary Elizabeth.....	Kane	Aurora
Cornell, William S.	Kane	Sugar Grove
Diefenthaler, Susie Margaret....	Stephenson	Freeport
Dieterich, Elsa Mae.....	Kane	Aurora
Dorchester, Beulah Ione.....	Kane	Aurora
Fleming, Lydia Isabella.....	McHenry	Marengo
Glidden, Josephine Frances	DeKalb	DeKalb
Hallaway, Florence Ophelia.....	Carroll	Savanna
Harrington, Mame	Carroll	Lanark
Hess, Florence True.....	Carroll	Lanark
Holley, Charles, E.	Lee	Franklin Grove

Catalogue and Course of Study.

Name.	County.	Town.
Keating, Mary Loretta.....	Jo Daviess	Galena
Kinney, Alta	Carroll	Mt. Carroll
Kissick, Eena	Bureau	Tiskilwa
Mahaffy, Blanche	DeKalb	DeKalb
Means, Vera J.	Kendall	Plano
Parsons, Bessie Emily.....	Kane	Elgin
Robinson, Edna B.	Bureau	Princeton
St. John, Cora Mame.....	DeKalb	DeKalb
Seger, Clara May.....	Kane	Big Rock
Sherwood, Mae Irene.....	Ogle	Rochelle
Thill, Blanche Margaret.....	Carroll	Savanna
Thompson, Adelia E.	DeKalb	DeKalb
Tilton, Marion Hazelton.....	Ogle	Rochelle
Twining, Grace Bien.....	Whiteside	Morrison
Viner, Zada Mae.....	Whiteside	Morrison
Von Ohlen, Alice Mary.....	DeKalb	Somonauk
*Weston, Rosalie Manley	Kane	Geneva

Students Who Have Completed Two Years or More in the Three-Year Course.

Name.	County.	Town.
Andrews, Sybil Elizabeth.....	McHenry	Hebron
Challand, Grace	DeKalb	Shabbona
Cooley, Anna E.	Cook	Arlington Heights
Devine, Mrs. Laura Gedge.....	Lake	Waukegan
Kays, Donald John.....	Putnam	Magnolia
Kleckner Bertha Diana.....	Stephenson	Damascus
Rodger, Mary Janet.....	Grundy	Braceville
White, Grace	DeKalb	Shabbona
Wichman, Hannah	Stephenson	Damascus

Students Who Have Completed One Year, but not Two, in the Three-Year Course.

Name.	County.	Town.
Allen, Edith Jane.....	DeKalb	DeKalb
Beckstein, Rosalie Dora.....	Will	Mokena
Bonner, Vivien L.	Lake	Millburn
Brown, Floy Gazelle	Winnebago	Pecatonica
Brownell, Ada Cecelia	Cook	Chicago
Brooks, Grace Annette.....		Flandreau, S. D.
Carbonell, Mariano B.		Bacnotan, Union, P. I.
Clark, Frances Emma.....	Lake	Libertyville
Drury, Addana Andrews.....	Cook	Wilmette

*Deceased.

The Northern Illinois State Normal School.

Name.	County.	Town.
Eck, John W.	LaSalle	Troy Grove
Finkinbinder, Walter E.	Stephenson	Lena
Fitzgerald, Mary Rose.....	DeKalb	DeKalb
Grube, Anna L.	Jo Daviess	Council Hill
Hazemann, Amanda	LaSalle	Leland
Lewis, Julia Belle.....	Ogle	Stillman Valley
Lewis, Katherine Louise.....	Ogle	Creston
Morris, Myletta Mae.....	Putnam	McNabb
Nelson, Lucile Annabelle.....	LaSalle	Peru
Nera, Antonio	Banang, Union, P. I.	
Perry, Lafayette Day.....	LaSalle	Ransom
Randall, Claude W.	DeKalb	DeKalb
Rathbone, Grace Vera.....	Thompson Springs, Utah.	
Richardson, Ivy Alberta.....	McHenry	Richmond
Rodger, Sarah Margaret.....	Grundy	Braceville
Scholz, Anna Jane.....	Lake	Lake Zurich
Small, Birdie Mae.....	McHenry	Ringwood
Sunday, Katherine Florence.....	Lee	Franklin Grove
Swarthout, Alice Maude	Kane	Wasco
Swift, Mabel Rose.....	DeKalb	Waterman
Thackaberry, Frank Milton.....	Whiteside	Tampico
Wright, Clark Gage.....	Stephenson	Winslow

Students Who Have Completed Less Than One Year of the Three-Year Course.

Name.	County.	Town.
Adams, Ruby Lyndall.....	DeKalb	Sycamore
Alexander, Jesse Martin	Winnebago	Winnebago
Anderson, Agnes Cecelia	DeKalb	DeKalb
Ayres, Anna Eloise	Lee	Amboy
Barron, Louise	DeKalb	Sycamore
Cabrera, Jose F.	Cebu, Cebu, P. I.	
Christian, Cora Carolyn.....	DeKalb	Sycamore
Combe, Elizabeth Maude	DuPage	West Chicago
Cooper, Claudius Milton.....	Stephenson	Rock Grove
Cooper, Minnie Mary.....	Stephenson	Rock Grove
Crawford, Florence Irma	Lee	Nachusa
Dimond, Bernadetta	LaSalle	LaSalle
Doner, Mary Theresa.....	Ogle	Rochelle
Downing, Marie Eva.....	Lee	Franklin Grove
Dysart, Virginia Lilian	Lee	Franklin Grove
Erickson, Lars John.....	Cook	Chicago
Farley, Ruby Ray	Lowell	Indiana
Firkins, Celeste Irene	DeKalb	DeKalb

Catalogue and Course of Study.

Name.	County.	Town.
Kelsey, Ethel Melvina	Grundy	Minooka
Kettering, Lettie Alberta	Cook	Goodings Grove
Lawler, Elizabeth Charlotte	DeKalb	Kirkland
Lawrence, Addie Mae	Kane	Elgin
Ledford, Denton	Saline	Harrisburg
McGonigal, John D.	Winnebago	Rockton
Manuel, Gregorio L.	San Nicholas, Cebu, P. I.	
Mosey, Tessie Ferne	LaSalle	Leland
O'Brien, Jessie Eva.....	Ogle	Rochelle
O'Brien, John M.....	Kane	Maple Park
Osborne, Hattie Anne.....	DeKalb	Sycamore
Phelps, Zora Ella.....	Winnebago	Rockford
Phillips, Mary Foster.....	Cook	Park Ridge
Ramirez, Gregorio.	Bocane, Bulacan, P. I.	
Simpson, Julia.....	DeKalb	Sycamore
Stevens, Clara A.....	Winnebago	Kishwaukee
Stotler, Nellie.....	Winnebago	Pecatonica
Thackaberry, Mamie.....	Whiteside	Tampico
Tompkins, Frank N.....	DeKalb	DeKalb
Triggs, Ruth Estelle.....	Lake	Libertyville
Von Valkenburgh, Helen Stewart..	Winnebago	Rockford
Vial, Margaret Abigail.....	Cook	LaGrange
Walker, Clara Belle.....	Kane	Maple Park
Warber, Birdie Rosanna.....	DeKalb	DeKalb
West, Herbert.....	DeKalb	Sycamore
Wilber, Cora Grace.....	Kane	Aurora
Willey, Ethel.....	DeKalb	DeKalb
Young, Anna Margaret.....	Winnebago	Roscoe

Students Who Have Finished Two Years' Work in the Four-Year Course.

Name.	County.	Town.
Evans, Lewellen Hunt	Jo Daviess	Hanover

Students Who Have Finished Less Than Two Years' Work in the Four-Year Course.

Name.	County.	Town.
Benson, Alice.....	Whiteside	Prophetstown
Firkins, Ivy Louise.....	DeKalb	Shabbona
Gastfield, Aurelia Margaret.....	Lake	Deerfield
Hipolito, Segundo.....	Sampaloc, Manilla, P. I.	
Homan, Verna May.....	DeKalb	Clare
Jackson, Olive M.....	Kane	Elgin

The Northern Illinois State Normal School.

Name.	County.	Town.
Jonas, Capitola.....	Stephenson	Winslow
Mork, Anna Louise.....	DeKalb	DeKalb
Noble, Ethel Ermina.....	Lee	Dixon
Powell, Nell J.....	LaSalle	Tonica
Powers, Agnes Stella.....	Kane	Charter Grove
Raup, Ethel.....	Ogle	Monroe Center
Seniff, Orville L.....	Carroll	Thomson
Sproul, Clyde Tracy.....	Lee	Dixon
Walter, Margaret.....	DeKalb	Sycamore
Wichman, Jennie May.....	Stephenson	Red Oak

Students Who Attended The Summer School, June 19 to July 28.

Name.	County.	Town.
Adams, Kate.....	Carroll	Mt. Carroll
Alabaster, Marion Ophelia.....	Cook	Evanston
Allen, Edith J.....	DeKalb	DeKalb
Allen, Edna.....	Whiteside	Tampico
Allen, May.....	Whiteside	Tampico
Amidon, Grace.....	Kankakee	Herscher
Andruss, Ada.....	McHenry	Crystal Lake
Aschenbrenner, Minnie A.....	Lee	Ashton
Avery, Grace.....	DeKalb	Afton
Avery, Mrs. K. W.....	Will	Joliet
Avery, Laura.....	Will	Joliet
Aye, Olive.....	Iroquois	Crescent
Baechler, Tillie M.....	Kankakee	Mommence
Baird, Myrtle R.....	.....	Rock Springs, Wyo.
Baker, Carolyn V.....	DeKalb	DeKalb
Baker, Evelyn D.....	DeKalb	DeKalb
Baker, Grace Lillian.....	Cook	Chicago
Ballou, Mabel.....	Winnebago	Rockford
Balsbaugh, Mayme.....	Ogle	Forreston
Barchard, Delia Grace.....	DeKalb	Kirkland
Barkdoll, Kathryn.....	DuPage	Naperville
Barr, Gertrude Pearle.....	Will	Braidwood
Barradell, Ethel.....	Whiteside	Prophetstown
Barry, Dolly.....	Ogle	Byron
Barth, Florence.....	Cook	Prairie View
Bemisderfer, Kate.....	Will	Monee
Benson, Lillian.....	DeKalb	Kirkland
Benthien, Emma A.....	Kendall	Millbrook
Blair, Effie Florence.....	Iroquois	Clifton
Blair, Octavia	Henry	Kewanee
Bobby, Annie.....	Marshall	Henry

Catalogue and Course of Study.

Name.	County.	Town.
Bobby, Pearl.....	Marshall	Henry
Bonar, Mary Shepard.....	Grundy	Morris
Book, Clara A.....	DuPage	Naperville
Breining, Emma.....	LaSalle	Peru
Brewer, Belle M.....	Lake	Grayslake
Brewster, W. H.....	Kankakee	Bradley
Broderick, Mary Frances.....	Will	Joliet
Brownell, Ada C.....	Cook	Chicago
Bryson, Susannah M.....	Whiteside	Coleta
Beelman, Bessie.....	DeKalb	Somonauk
Burke, Anna.....	LaSalle	Peru
Burns, Juniata G.....	Bureau	Princeton
Cabrera, Jose.....	.....	Cebu, Cebu, P. I.
Cain, Seibert.....	Whiteside	Coleta
Callaway, Ezra Samuel.....	Henry	Orion
Callaway, John Henry.....	Henry	Orion
Campbell, Emma J.....	Ogle	Oregon
Case, Mary Jane.....	Winnebago	Cherry Valley
Carbonell, Mariano B. ....	.....	Bacnotan, Union, P. I.
Carmichael, Frances.....	Ogle	Stillman Valley
Carmichael, Elsie L.....	Ogle	Stillman Valley
Carr, Ray L.....	Kane	Aurora
Carroll, Mamie.....	Jo Daviess	Stockton
Carter, Nora A.	DeKalb	DeKalb
Cary, Charlotte Lucile.....	Kane	Elgin
Cashman, Anita Janet.....	Jo Daviess	Apple River
Casselberry, Emily	Carroll	Mt. Carroll
Chapman, Grace W.	Boone	Belvidere
Church, Lizzie Mae.....	Whiteside	Fulton
Clarke, Benelda	Carroll	Shannon
Clark, Julia	Stephenson	Freeport
Cline, Mary	LaSalle	LaSalle
Cockfield, Mabel	Kane	Aurora
Cole, Francis W.	McHenry	Harvard
Conboy, Anna L.	Whiteside	Sterling
Conley, Charles C.	Winnebago	Rockford
Connell, I. Fern.....	Lake	Waukegan
Connor, Mae	Will	Lockport
Connor, Rose	Will	Lockport
Cooke, Pearl	LaSalle	LaSalle
Corlett, Jennie	Will	Joliet
Court, Florence E.	DuPage	West Chicago
Cramer, Bertha	Carroll	Mt. Carroll
Crompton, Lillian	Rock Island	Port Byron
Cross, Inez	Ogle	Rochelle

The Northern Illinois State Normal School.

Name.	County.	Town.
Crowder, Mae Grace.....	Winnebago	Durand
Cushing, Elizabeth E.	Will	Braidwood
Cushing, Lenore G.	Will	Braidwood
Cutler, Lucy S.	Winnebago	Rockford
Daley, Mae	Lake	Wauconda
Davis, Letah	Kane	Elgin
Davison, Roxalena	Whiteside	Rock Falls
Davidson, Nellie M.	DeKalb	Sycamore
Dean, Dolly I.	Bureau	Princeton
Dearborn, Lydia W.	Kane	St. Charles
Dee, Mary Agnes.....	Ogle	Rochelle
DeGraff, Jennie	Ogle	Forreston
Denney, Golda	Kane	Sugar Grove
Devine, Mrs. Laura G.	Lake	Waukegan
Dewey, Mabel	DeKalb	DeKalb
Diefenthaler, Susie M.	Stephenson	Freeport
Ditch, Melissa Mae.....	Ogle	Polo
Dobbin, Anna M.	Kane	Aurora
Doyle, Catherine M.	LaSalle	LaSalle
Drew, Ruby B.	Will	Joliet
Duffie, Belle C.	Whiteside	Sterling
Duffy, Eva	Whiteside	Morrison
Duffy, Mrs. M.	DeKalb	Shabbona
Dunn, Elizabeth M.	McLean	Bellflower
Early, Caroline B.	Winnebago	Rockford
Eck, John William.....	LaSalle	Troy Grove
Edmondson, E. Cliffe.....	Henry	Orion
Eitemiller, Hazel	Carroll	Milledgeville
Ekdahl, Nellie	Carroll	Union Grove
Elliott, Gertrude	Cook	River Forest
Emery, Pearl	Boone	Capron
Eustice, Jennie E.	Jo Daviess	Stockton
Faull, Esther	Henry	Kewanee
Firkins, Celeste I.	DeKalb	DeKalb
Flanagan, Margaret	LaSalle	LaSalle
Flath, Lucy M.	Lake	Waukegan
Fleming, Rose Graham.....	Richland	Olney
Fluck, Matilda	Whiteside	Rock Falls
Foy, Louis Calvin.....	Whiteside	Tampico
Franks, Jennie	Carroll	Shannon
Freed, Lulu May.....	.....	Carthage, Mo.
Freeland, Viola M.	Ogle	Rochelle
French, Bertha E.	Bureau	Buda
French, Carrie V.	Bureau	Buda
Fuller, Clara J.	Whiteside	Erie

Catalogue and Course of Study.

Name.	County.	Town.
Fuller, Edith May.....	Lee	Steward
Gibbs, Pearl Kathryn	Kankakee	Manteno
Girton, Ethel Claire.....	Lee	Dixon
Glazier, Mina	McHenry	Huntley
Glidden, Nan	DeKalb	DeKalb
Gloor, Etta D.	Will	Monee
Goodall, Lottie	Boone	Capron
Goodyear, Bertha D.	DeKalb	DeKalb
Gran, Anna	Rock Island	Moline
Griffin, Grace	DeKalb	Shabbona
Guest, Margaret	Henry	Kewanee
Hadden, Rae	Kane	Aurora
Hale, Claire	Stephenson	Freeport
Halsne, Elsie Hannah.....	Ogle	Creston
Ham, Nellie	Putnam	McNabb
Hamilton, Grace	Whiteside	Lyndon
Hamlin, Lucile	Ogle	Rochelle
Hammill, Irene	Winnebago	Durand
Hanley, Margaret	LaSalle	Peru
Hanrahan, Alice K.	DeKalb	DeKalb
Happes, Eva K.	Kane	Aurora
Harrison, Mabel	DeKalb	Sandwich
Hasbrook, Mae	Bureau	Sheffield
Hawkins, John R. ....	.....	Hillsboro, Ky.
Hax, Margaret	Whiteside	Sterling
Haye, Ella Ruby	Ogle	Stillman Valley
Healy, Ruth M.	Ogle	Rochelle
Heine, Anna Helene.....	Kane	Aurora
Henning, Edna Ellen.....	Bureau	Sheffield
Herbert, Clara May.....	Bureau	Buda
Hoffman, Blondina	Will	Monee
Hewsen, Mabel	Kane	Aurora
Hipolito, Segundo .....	.....	Sampaloc, Manilla, P. I.
Hoof, Winnifred	McHenry	Marengo
Horrie, Kate	Grundy	Morris
Horrie, Bertha	Grundy	Morris
Hosutt, Lillian	LaSalle	LaSalle
Houser, Grace Lorena.....	Stephenson	Lena
Houser, Vera Margaret.....	Stephenson	Lena
Howland, Marcena A.	Cook	Chicago
Illig, Helen Louis.....	.....	Horicon, Wis.
Jackson, Alice E.	Kane	Aurora
Jackson, Mabel J.	Kane	Elgin
Jaycox, Luella M.	Ogle	Leaf River
Jeffers, Mina M.	Carroll	Mt. Carroll

The Northern Illinois State Normal School.

Name.	County.	Town.
Jensen, Emma May.....	Kane	Elgin
Johnson, Mary	LaSalle	LaSalle
Jordan, DeEtta	DeKalb	Cortland
Kahl, Edith May.....	McHenry	Nunda
Kaufmann, Myrtle Louise.....	Stephenson	Freeport
Keating, Mae	Jo Daviess	Galena
Keefe, Katherine	DeKalb	Sycamore
Kimble, Tone T.	Kane	Big Rock
Kitchen, Ivy .....	.....	Clinton, Mo.
Knight, Ellen B. ....	.....	Pueblo, Colo.
Knight, Estella	Ogle	Rochelle
Koeller, Minnie N. ....	.....	Colvin Park
Laing, Vera Annette.....	Boone	Belvidere
Lane, Berttena	Ogle	Rochelle
Larson, Selma O.	Henry	Cambridge
Leahy, Alice	Ogle	Rochelle
Leahy, Mary	LaSalle	LaSalle
Leahy, Nelle	Ogle	Rochelle
Lear, Lois Anna.....	Jo Daviess	East Dubuque
Lees, Nellie G.	Rock Island	Coal Valley
Ledford, Denton	Saline	Harrisburg
Ledger, Alice	McHenry	Hebron
Lewin, Dorothy	Ogle	Stillman Valley
Lewis, Jennie M.	Whiteside	Morrison
Lewis, Julia Belle	Ogle	Stillman Valley
Love, Mary	Winnebago	Rockford
Lowe, Carrie Eleanore.....	Henry	Kewanee
Lowman, Annie G.	Stark	Toulon
Lucas, Paul J.	Boone	Belvidere
Lynch, Katheryn	Jo Daviess	Stockton
Lynn, Herschel Victor.....	Ogle	Creston
Lyon, Lauredele	Kendall	Yorkville
McCannon, Mattie	Kane	Sugar Grove
McChesney, Caroline	Cook	Chicago
McCleery, Bessie	LaSalle	Leland
McClure, Eunice R.	Whiteside	Tampico
McDermott, Frances E.	Will	Braidwood
McDole, Ada Catherine.....	DeKalb	Elva
McGinty, Julia	Rock Island	Rock Island
McGrath, Alice Louise.....	Grundy	Morris
McGrath, Elca Belle	Carroll	Mt. Carroll
McGregor, Elizabeth	Winnebago	Rockford
McMahon, Anna Rose.....	Kane	Maple Park
McNeil, Bessie	Whiteside	Rock Falls
Machamer, Bessie	Carroll	Shannon

Catalogue and Course of Study.

Name.	County.	Town.
Machamer, Irwin W.....	Jo Daviess	Stockton
Mahaffy, Blanche	DeKalb	DeKalb
Gregorio, Manuel L.	San Nicholas, Cebu, P. I.	
Marshall, Caroline	DeKalb	DeKalb
Marston, Marcia V.	DeKalb	DeKalb
Martin, Olive C.	Lee	Dixon
Mawhinney, Edna	DeKalb	Sycamore
Maxfield, Mary	DeKalb	Sycamore
Menard, Dellor P.	L 'Anse, Mich.	
Miller, Ruby	Winnebago	Durand
Melzer, Lillie M.	Cook	Glenview
Meppen, Martha L.	Lee	Dixon
Mercer, Irene	DeKalb	Somonauk
Meyer, Mabel	DeKalb	Kirkland
Moore, Dessie	Iroquois	Watseka
Morgan, Eugenie	Kane	Hampshire
Morris, Kittie B.	Whiteside	Lyndon
Morter, Bessie	Kane	Batavia
Mudd, Alice Irene	Scott	Winchester
Murphy, Eliza	Stephenson	Freeport
Murphy, Nellie B.	Jo Daviess	Apple River
Murray, May Cecelia.....	DeKalb	DeKalb
Murray, Rosina J.	DeKalb	Kirkland
Nashold, Fred W.	DeKalb	DeKalb
Naylor, Eva	Rock Island	Cordova
Nelson, Henry	Lee	Ashton
Nelson, Mary	Kane	St. Charles
Nera, Antonio	Banang, Union, P. I.	
Nettleton, Elizabeth	Lee	Ashton
Newitt, Hazel May	DeKalb	DeKalb
Newton, Stella	DeKalb	Sandwich
Ney, Nora Bernice.....	DeKalb	DeKalb
Noonan, Nellie	LaSalle	LaSalle
Normington, Flavilla	Du Page	Hinsdale
Norton, Mabel L.	Bureau	Spring Valley
O'Brien, Jessie	Ogle	Rochelle
O'Brien, Mary	Kane	Maple Park
Obye, Harriett	Jo Daviess	Galena
Ortt, Bertha A.	DeKalb	Kingston
Osborne, Hattie	DeKalb	Sycamore
Osmun, Isabell Hazel.....	McHenry	Crystal Lake
Otis, Henrietta	McHenry	Marengo
Page, Mary E.	Lee	Dixon
Parmenter, Drucilla	Whiteside	Lyndon
Parmenter, Sophie	Whiteside	Lyndon

The Northern Illinois State Normal School.

Name.	County.	Town.
Patrick, Lillian	Ogle	Byron
Pattee, May	Kane	Elburn
Pearson, Esther	DeKalb	Kirkland
Penfield, Ruth S.	Cook	Rogers Park
Perham, Mary	DeKalb	Sandwich
Peterson, Alma G.	DeKalb	DeKalb
Peterson, Anna M.	Kendall	Newark
Peterson, Hilda E.	DeKalb	Kirkland
Polmeteer, Mary	Lake	Waukegan
Postle, Glen	DeKalb	DeKalb
Postle, Majorie L.	DeKalb	DeKalb
Powell, Kittie S.	DeKalb	Kirkland
Prindaville, E. Agnes....	Lee	Dixon
Quick, Mary E.	DeKalb	Genoa
Quinn, Ella	Jo Daviess	East Dubuque
Ramirez, Gregorio	Bocane, Bulacan, P. I.	
Raup, Ethel	Ogle	Monroe Center
Read, Caroline	Kane	Elgin
Reagan, Nellie Burnice....	Will	Lockport
Reichardt, John H.	LaSalle	Troy Grove
Reynolds, Maude	Henry	Atkinson
Rice, Mattie E.	Ogle	Stillman Valley
Richert, Grace M.	DuPage	Naperville
Ridgway, Rachel R.	Grundy	Morris
Riley, Nan Catherine	Ogle	Rochelle
Robbins, Florence	Ogle	Stillman Valley
Robinson, Jessie E.	Will	Joliet
Rodgers, Mabel	Piatt	Monticello
Rose, May Helen.....	McHenry	Crystal Lake
Ross, Hilma Louise.....	Cook	Lemont
Rothwell, Alice Dorothy....	Winnebago	Kishwaukee
Rowley, Besse	DeKalb	Sycamore
Rowley, Edith	DeKalb	Sycamore
Rowley, Lizzie	DeKalb	Sycamore
Royce, Charlotte	DuPage	Naperville
Runner, Edna Marie	DeKalb	DeKalb
Ryan, Frank M.	Kane	St. Charles
Samter, Gertrude	McHenry	Marengo
Sanford, Belle	Knox	Knoxville
Sarbaugh, Edith Elizabeth....	DeKalb	Waterman
Schermerhorn, Kate	Ogle	Rochelle
Schnebly, Jennie	Cook	Austin
Schnieder, Anna C.	Jo Daviess	Galena
Schreiner, Helen	LaSalle	LaSalle
Scotchbrook, Ruby E.	Jo Daviess	Stockton

Catalogue and Course of Study.

Name.	County.	Town.
Scott, Ethel	Marion	Centralia
Scott, Lillibelle	Marion	Centralia
Scott, Lou Edna.....	Henry	Kewanee
Seeger, Clara Mae.....	Kane	Big Rock
Sells, Hazel	Lake	Waukegan
Senneff, Orville L.	Carroll	Chadwick
Seymour, Daisy L.	Whiteside	Tampico
Sherwood, Mae Irene.....	Ogle	Rochelle
Shortell, Daniel E.	Henry	Kewanee
Thackaberry, Frank M. R.	Whiteside	Tampico
Shoup, Grace	Whiteside	Sterling
Simpson, Julia	DeKalb	Sycamore
Slater, Berdella	Lake	Waukegan
Smith, Bessie B.	Whiteside	Morrison
Smith, Erman S.	Kane	Kaneville
Smith, Susan P.	Cook	LaGrange
Snyder, Belle	Whiteside	Fulton
Snyder, Geneva	Whiteside	Fulton
Somerville, Alice	Carroll	Mt. Carroll
Speer, Harriet	Jo Daviess	Hanover
Stanley, Bertha C.	Ogle	Forreston
Stanley, Nettie	Ogle	Forreston
Stanton, Nellie May	Jo Daviess	Stockton
Starring, Adeline E.	Kane	Elgin
Stuben, Gertrude	DeKalb	DeKalb
Stevens, Agnes M.	Kane	Elgin
Stift, Henrietta	Cook	Chicago
Storey, Mary Alice	Whiteside	Morrison
Stuart, Alta D.	Kane	St. Charles
Swift, Olive L.	DeKalb	DeKalb
Taylor, Amelia L.	Kane	Elgin
Taylor, Erma Josephine	Cook	Harlem
Taylor, Myrtle A.	DeKalb	Kingston
Tazewell, Edna May	DeKalb	DeKalb
Tehan, Lenora	Whiteside	Rock Falls
Terry, Flora Grace	Henry	Kewanee
Thomas, Sue J.	Kane	Aurora
Thompson, Adelia E.	DeKalb	DeKalb
Thompson, Grace	Scott	Winchester
Thurlby, Florence	DeKalb	Genoa
Timmerman, Bernice M.	Whiteside	Erie
Toms, Ella Marie	Jo Daviess	Elizabeth
Toms, Estella Marie	Jo Daviess	Elizabeth
Thresher, Anna Mabel	Whiteside	Sterling
Turner, Harriet E.	Grundy	Morris

The Northern Illinois State Normal School.

Name.	County.	Town.
Van Horne, Della	Kankakee	Grant Park
Van Valkenburgh, Pauline	Winnebago	Rockford
Vaughn, Luella	Kane	Aurora
Vergie, Lucy	DuPage	West Chicago
Vining, Bertha Agnes	Kankakee	Kankakee
Wagner, Minnie H.	Lee	Ashton
Wakeman, Stella R.	DuPage	Wheaton
Walker, Georgia E.	DeKalb	Kingston
Walker, Joseph Robert	DeKalb	Waterman
Walls, Mary	Whiteside	Sterling
Walter, Mabel E.	Bureau	Ohio
Walter, Margaret M.	DeKalb	Sycamore
Ward Georgia	Lake	Waukegan
Ware, Ruth	DuPage	Wheaton
Way, Flora	Ogle	Rochelle
Weimer, Anna E.	Henry	Kewanee
Weimer, Teresa,	Henry	Kewanee
West, Dorothy R.	Cook	Chicago
Westcott, Fannie	Putnam	Granville
Welch, Hallie		Clinton, Mo.
Wheelock, Josephine	Ogle	Byron
White, Grace	DeKalb	Shabbona
Whisler, Emma G.	Whiteside	Sterling
Wichman, Hannah	Stephenson	Red Oak
Wichman, Jennie M.	Stephenson	Red Oak
Wilcox, Mae Edith	Whiteside	Sterling
Williams, Nellie	Lake	Waukegan
Willment, Rosamond,	Cook	Chicago
Wiltberger, Carl E.	DeKalb	DeKalb
Wing, A. G.	Kendall	Newark
Wirtz, Burton	DeKalb	DeKalb
Wood, E. O.	DeKalb	DeKalb
Yenerick, Bertha	LaSalle	Earlville
Yenerick, Charles O.	Lee	Ashton
York, Jessie Z.	McHenry	Marengo
Young, Margaret	Cook	Palatine
Zellar, Vera Pearl	Kendall	Plano
Zimmerman, Phoebe		Ames, Iowa

Catalogue and Course of Study.

SUMMARY OF ATTENDANCE.

Specials	11
Seniors	48
Two-year Course	103
Three-year Course	86
Four-year Course	17
<hr/>	
Total	265
Summer Term	405
<hr/>	
Total	670
Names Counted twice	59
<hr/>	
Total	611

TRAINING SCHOOL.

In Normal Building.

First Grade	28
Second Grade	30
Third Grade	17
Fourth Grade	15
Fifth Grade	35
Sixth Grade	35
Seventh Grade	35
Eighth Grade	29
<hr/>	
Total in Normal Building	835

In Glidden School.

First Grade	50
Second Grade	45
Third Grade	45
Fourth Grade	40
Fifth Grade	35
Sixth Grade	35
Seventh Grade	30
Eighth Grade	19
<hr/>	
Total in Training School	523

COUNTIES REPRESENTED.—34.

Boone.	Livingston.	Will.
Bureau.	McHenry.	Winnebago.
Carroll.	McLean.	(Colorado).
Cook.	Marion.	(Iowa).
DeKalb.	Marshall.	(Indiana).
DuPage.	Mason.	(Kentucky).
Grundy.	Ogle.	(Michigan).
Henry.	Piatt.	(Missouri).
Iroquois.	Putnam.	(Nebraska).
Jo Daviess.	Richland.	(Oklahoma).
Kane.	Rock Island.	(South Dakota).
Kankakee.	Saline.	(Utah).
Kendall.	Scott.	(Wisconsin).
Lake.	Stark.	(Wyoming).
LaSalle.	Stephenson.	(Philippine Islands).
Lee.	Whiteside.	

The Northern Illinois State Normal School.

ALUMNI REGISTER.

Class of 1900.

1. Bertram Jennie Campbell, Sugar Grove, Ill. 3 years.
2. Bush, Minnie M., Francesville, Ind. 2 years.
3. Chamberlin, Linnie, Tampico, Ill. 4 years.
4. Clark, Samuel C., University of Ill. Champaign, Ill. 5 years.
5. Flentje, Lewis Edwin, Lone Wolf, Oklahoma. 2 years.
6. Gallagher, Margaret Anne, Sterling, Ill. 5 years.
7. Hamel, Cecelia, Evanston, Ill. 5 years.
8. Hamm, Eva Grace, Idaho Springs, Colo. 4 years.
9. Hausen, Minnie Adella, Erie, Ill. 5 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 4 years.
11. McCrea, Ida H., Sterling, Ill. 4 years.
12. Martin, Lida Chenoweth, Decatur, Ill. 5 years.
13. Mitchell, Elizabeth J. H., Berwyn, Ill. 5 years.
14. Mize, Addison Roy, Principal Public Schools, Byron, Ill. 5 years.
15. Patten, (Shipman), Mary, DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R., Harvey, Ill. 3½ years.

Class of 1901.

17. Baker, Lou, Kankakee, Ill. 2 years.
18. Banks, Eleanor Hannah, Elgin, Ill. 4 years.
19. Bennett, Frank LuVerne, Principal Public Schools, Kingston, Ill. 3 years.
20. Beverley, Rhoda May, Aurora, Ill. 4 years.
21. Brock, Agnes Cecelia, Batavia, Ill. 4 years.
22. Carpenter, Bertha Ella, Prescott, Arizona. 4 years.
23. Cornell, Edward Mayberry, Superior, Wis. 3 years.
24. Crosby, Alice, Kewanee, Ill. 3 years.
25. Daehler, Marie Elizabeth, Mount Carroll, Ill. 4 years.
26. DeYoung, Richard Gerrit, South Holland, Ill. 4 years.
27. Doolittle, Eleanor Angeline, Melrose Park, Ill. 4 years.
28. Duffey, Margaret Laura, DeKalb, Ill. 2 years.
29. Dykemen (Dunning), Jessie, 541 W. 124th St., New York City.
30. Ekdahl, Nellie, Lanark, Ill. 3 years.
31. Ferris, Birdie Xaripha, Sterling, Ill. 3 years.
32. Gagin, Mary Isabel, Sterling, Ill. 4 years.
33. Gilpatrick, Mabel Ethel, Plano, Ill. 4 years.
34. Greenough, Charles Weston, Spokane, Wash. 3 years.
35. Hamm, Mary Helen, Sterling, Ill. 4 years.
36. Hatch, Hattie Estelle, Evanston, Ill. 4 years.
37. Hatch, Rose Louise, Lisle, Ill. 2 years.
38. Hennings, Stella Alice, Barrington, Ill. 4 years.
39. Herndon, Lena, Springfield, Ill. 2 years.
40. Huber, Crescenta, Malta, Ill. 4 years.

Catalogue and Course of Study.

41. Bennett, Estella (Jordan), Kingston, Ill. 2 years.
42. Lascelles, Ida Belle, Evanston, Ill. 3 years.
43. Lee, Eva Grace, Evanston, Ill. 2½ years.
44. Lloyd, William Riley, Oak Park, Ill. 1 year.
45. Lowman, Charles Elliott, Principal Public Schools, Franklin Park, Ill. 4 years.
46. Lowman, (Smith), Mary Nabell, Franklin Park, Ill. 2 years.
47. MacMillan, Helen, Evanston, Ill. 4 years.
48. McBride, Charlotte Mabel, Chicago Heights, Ill. 4 years.
49. Meyer, Julia Edna, Plano, Ill. 3 years.
50. Murtfeldt, Minnie Augusta, Rockford, Ill. 4 years.
51. Meyers, Nettie Daisy, Chadwick, Ill. 2 years.
52. Nelson, Sena Christian, Prairie Center, Ill. 4 years.
53. Obye, Katherine Helen, Galena, Ill. 4 years.
54. Patten, Elizabeth May, DeKalb, Ill. 1 year.
55. Phalen, Irene Anastacia, Harvard, Ill. 4 years.
56. Phillips, Eugene Martin, Princeton, Ill. 2 years.
57. Poust, Roy Merton, DeKalb, Ill. 2 years.
58. Ragland, Lewis Washington, Quincy, Ill. 3 years.
59. Scott, Clara Leah, 1019 Seneca St., Seattle, Wash. 3 years.
60. Spence, Olive Anna, Evanston, Ill. 4 years.
61. Taylor, Elizabeth, Morrison, Ill. 4 years.
62. Walters, Cora Viola, Elgin, Ill. 2 years.
63. Watson, Edith May, Elburn, Ill. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
65. Wright, Ivy Stuart, Lexington, Ill. 4 years.

Class of 1902.

66. Adams (Robinson), Mildred, Austin Station, Ill. 2 years.
67. Bodenschatz, Emily Christine, Elgin, Ill. 3 years.
68. Boehringer, Clara Louise, Geneseo, Ill. 3 years.
69. Brandt, Grace Marie, Elgin, Ill. 3 years.
70. Bratton, Maude Ethelwyn, Kankakee, Ill. 3 years.
71. Brundage, Kate Anna, DeKalb, Ill. 3 years.
72. Burns, Gertrude Margaret, Chalmers, Ind. 2 years.
73. Cool, Mary Forrest, Morgan Park, Ill. 3 years.
74. Dunbar, Pearl Alma, Geneva, Ill. 3 years.
75. Farr, Elsie F., Streator, Ill. 3 years.
76. Ferguson, Clarence Homer, Superintendent of Schools, West Chicago, Ill. 3 years.
77. Fitzpatrick, Margaret, Batavia, Ill. 3 years.
78. Frederick, James I., Principal Public Schools, Cary Station, Ill. 3 years.
79. Garretson, Mary Vance, Park Ridge, Ill. 3 years.
80. Garrity, Anna Julia, Sioux City, Iowa. 3 years.
81. Goodyear, Bertha Delphine, DeKalb, Ill. 3 years.

The Northern Illinois State Normal School.

82. Gregory, Lottie Bell, Rockford, Ill. 3 years.
83. Griffith, Katherine Margaret, Student University of Michigan, 1 year.
84. Gruenewald, Emma Doretta, Principal High School, Rock Falls, Ill. 3 years.
85. Hayes, Lenora Blanche, Morrison, Ill. 3 years.
86. Hugett, Hatty Viola, Kalamazoo, Mich. 2 years.
87. Kays, Victor C., Student University of Ill. Champaign, Ill. 2 years.
88. Lenehen, Carolyn, Momence, Ill. 3 years.
89. Lilley, Marian Adriance, Morgan Park, Ill. 3 years.
90. Lyons, Elizabeth Ethel, Chicago Heights, Ill. 3 years.
91. Lyons, Louise Gertrude, Genoa, Ill. 3 years.
92. Madden, David Burward, Student University of Chicago, Law School, Chicago, Ill. 2 years.
93. Malone, Edward Philip, DeKalb, Ill.
94. Marshall, (Eades) Jessica, Irving Park, Ill. 1 year.
95. Mitchell, Julia Dot, Lyons, Ill. 3 years.
96. Mofet, William Raynor, Ironwood, Mich. 1 year.
97. Murra, (Bayley) Mary A., St. Anne, Ill. 1 year.
98. Ness, Henry, Student State Agricultural College, Ames, Iowa.
99. Nichols, Edgar Fremont, Principal Public Schools, Port Byron, Ill. 3 years.
100. Nilson, Elsie Urania, Principal High School, Leroy, Ill. 3 years.
101. Philbrook, Mrs. Maud Simmons, Williams, Arizona. 1½ years.
102. Phillips, Ethel May, Riverside, Ill. 3 years.
103. Porcheur, Eugene Frances, Principal Public Schools, Troy Grove, Ill. 3 years.
104. Pratt, Ada Alila, Wheaton College, Ill. 2 years.
105. Rady, Agnes Teresa, Orland, Ill. 2 years.
106. Reed, Edna Belle, Moline, Ill. 3 years.
107. Rice, Ethel Vreeland, Barrington, Ill. 3 years.
108. Richardson, Miriam Daisy, Morgan Park, Ill. 3 years.
109. Robinson, Agnes Gertrude, Chicago, Ill. 3 years.
110. Rowley, Edith, Quincy, Ill. 3 years.
111. Rowley, Lizzie, Durand, Ill. 3 years.
112. Sanford, Louis Rantzeau, Teacher of Mathematics, High School, Waukegan, Ill. 3 years.
113. Shields, Dorothy, Aurora, Ill. 3 years.
114. Smith, Edna Vina, Dundee, Ill. 3 years.
115. Sovereign, Edith Payne, Rockford, Ill. 3 years.
116. Starin, Mable Minnie, Oak Park, Ill. 3 years.
117. Stiles, Mabel Bartlett, Elgin, Ill. 3 years.
118. Stuart, Alta D., St. Charles, Ill. 3 years.
119. Wagner, Lillian Elizabeth, Morgan Park, Ill. 3 years.

Catalogue and Course of Study.

120. Williams, Bertha M., Malvern, Iowa. 2 years.
121. Woodman, Edith, Michigan City, Ind. 3 years.
122. Zilligen, Mamie, Dolton Station, Ill. 3 years.
Class of 1903.
123. Ackert, James Edward, Principal Public School, Algonquin, Ill. 2 years.
124. Baird, Grace Jean, Student University of Illinois, Champaign, Ill. 1 year.
125. Benedict, Mrs. Cora Taylor, Highland Park, Ill. 2 years.
126. Brainard, Ethelyn, Pueblo, Colo. 2 years.
127. Clifford, Jean Margaret, Elgin, Ill. 2 years.
128. Colburn, Golda, Elgin, Ill. 2 years.
129. Crapser, Jessamine, DeKalb, Ill. 2 years.
130. Cunniff, Emma Catherine, Lake Nebagamon, Wis. 2 years.
131. Dore, Catherine Marie, Dover, Ill. 2 years.
132. Dowdall, Lenora Emily, DeKalb, Ill. 2 years.
133. Elliott, Anna Gertrude, LaGrange, Ill. 2 years.
134. Etling, Emma Irene, Warren, Ill. 2 years.
135. Garretson, Alice Irene, Morrison, Ill. 1 year.
136. Glover, Bertha Rodney, Ottawa, Ill. 2 years.
137. Goble, Viola, Rollo, Ill. 1 year.
138. Greenlee, Margaret, Geneva, Ill. 2 years.
139. Grimes, Effie Madge, Rockton, Ill. 1 year.
140. Gross, Lena, Lostant, Ill. 2 years.
141. Grove, Gertrude, DeKalb, Ill. 2 years.
142. Hausen, Henry Warren, Principal Public Schools, Erie, Ill. 2 years.
143. Hayes, Mrs. Katherine T., Sterling, Ill. 1 year.
144. Heald, Anna N., Marseilles, Ill. 2 years.
145. Heuman, Edith Elizabeth, Elgin, Ill. 2 years.
146. Hogan, Loreto A., Seneca, Ill. 2 years.
147. Isaacson, Huldah Christine, Bald Mound, Ill. $\frac{1}{2}$ year.
148. Johnson, Mattie B., DeKalb, Ill. 2 years.
149. Keeler, Fred Crosby, Principal Public Schools, Stillman Valley, Ill. 2 years.
150. Kiehle, Shirley, Evanston, Ill. 2 years.
151. Kruse, Anna Catheryn, Morgan Park, Ill. 2 years.
152. Leach, Bessie Elizabeth, Elgin, Ill. 2 years.
153. Lucas, Paul Jackson, Township High School, Savanna, Ill. 2 years.
154. McLean, Addie Lucinda, Critic Teacher Northern Illinois State Normal School, DeKalb, Ill. 2 years.
155. Mallin, Winnie Louise, Waukegan, Ill. 2 years.
156. Marshall, Jennie Morrison, Wasco, Ill. 2 years.
157. Murra, Fim, Principal Public Schools, St. Anne, Ill. 2 years.

The Northern Illinois State Normal School.

158. O'Hara, Sadie Madora, Seneca, Ill. 2 years.
159. Paulsen, Lillian, Dolton, Ill. 2 years.
160. Paulsen, Charlotte, Mankato, Minn. 2 years.
161. Pohl, Minnie Henrietta, St. Charles, Ill. 2 years.
162. Pratt, Florence Marian, Waukegan, Ill. 2 years.
163. Puffer, Hal Everest, Principal Public School, Capron, Ill. 2 years.
164. Robbie, Mary Smith, Aurora, Ill. 2 years.
165. Spring, Nellie, Critic Teacher, State Normal School, Duluth, Minn. 2 years.
166. Stanton, Martha Cecelia, Lisbon, Ill. 2 years.
167. Stetzler, Lloyd Livingstone, Chicago, Ill. 2 years.
168. Tallmadge, Alice Lavonia, Oregon, Ill. 2 years.
169. Tazewell, Edna May, DeKalb, Ill. 2 years.
170. Thornton, Bessie Adella, Rockford, Ill. 2 years.
171. Van Epps, Ida Maude, Principal Ward School, Belvidere, Ill. 2 years.
172. Wheaton, Elsie M., Mazon, Ill. 2 years.
173. Wilson, Abbie Jean, Princeton, Ill. 2 years.
174. Wilson, Mary Mariva, Waukegan, Ill. 2 years.
175. Winnie, Mrs. Mattie Kimball, Belvidere, Ill. 2 years.

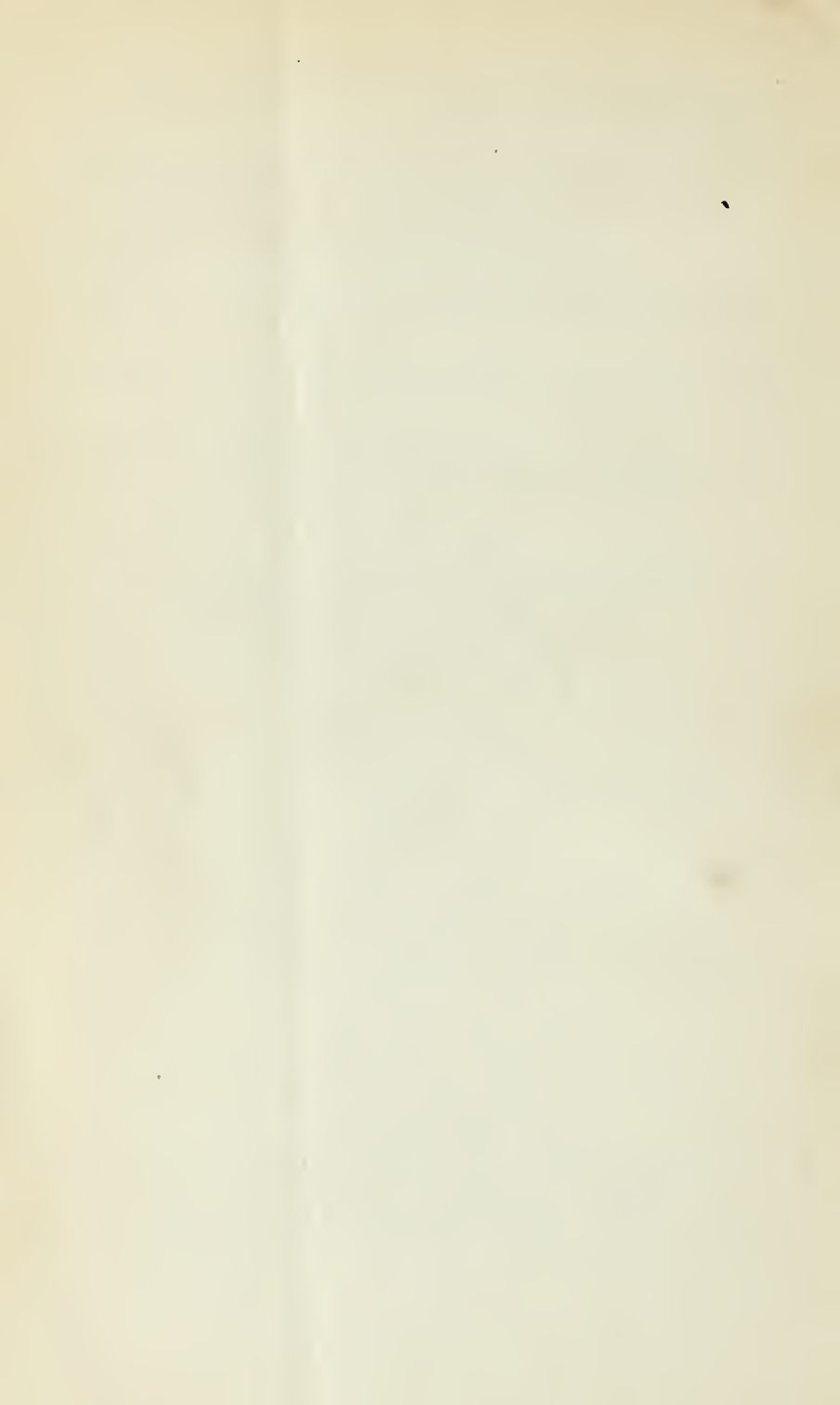
Class of 1904.

176. Adams, Nida May, Sterling, Ill. 1 year.
177. Alley, Mary, Galva, Ill. 1 year.
178. Alsterlund, Mabel Alice, Moline, Ill. 1 year.
179. Althouse, Homer Dwight, Principal Schools, Stanford, Ill. 1 year.
180. Baie, Tillie Cara, DeKalb, Ill. 1 year.
181. Banker, Grace Lillian, St. Charles, Ill. 1 year.
182. Bardmas, Dora Alice, Weiser, Idaho. 1 year.
183. Barnsback, Harvey, Ill. 1 year.
184. Barradell, Albert Edward, Alton, Ill. 1 year.
185. Brant, Mary Kathryn, Chicago Heights, Ill. 1 year.
186. Brown, Mrs. Clara Ellen, Rock Falls, Ill. 1 year.
187. Bryant, Ethel Frank, DeKalb, Ill. 1 year.
188. Carolus, Edith Marie, Oregon, Ill. 1 year.
189. Coultas, Ethel Mary, Oregon, Ill. 1 year.
190. Cusator, Mary Elizabeth, Mt. Pleasant, N. D. 1 year.
191. Davis, Alice Louis, St. Charles, Ill. 1 year.
192. Dawson, Dorothy J., Aurora, Ill. 1 year.
193. Dearborn, Lydia W., Anna, Ill. 1 year.
194. Ely, Ruth Torrey, Morgan Park, Ill. 1 year.
195. Fahrney, Florence K., Boise City, Idaho. 1 year.
196. Fuller, Mary Ella, DeKalb, Ill. 1 year.
197. Gibbs, Mildred Emma, DeKalb, Ill. 1 year.
198. Gilpatrick, Emily Lena, Danville, Ill. 1 year.
199. Green, Alice Eleanor, Marengo, Ill. 1 year.

Catalogue and Course of Study.

200. Hendricks, Anna, Chicago Heights, Ill. 1 year.
201. Henning, Isabelle Valentine, Iron Mountain, Mich. 1 year.
202. Kelly, Kathryn Helen, St. Charles, Ill. 1 year.
203. Kingsbury, Mrs. Stella E., Mendota, Ill. 1 year.
204. Kitson, Ethel Viola Ann, Byron, Ill. 1 year.
205. Koehler, Elsa Irene, Iron Mountain, Mich. 1 year.
206. Langworthy, L. R., Student University of Illinois, Champaign, Ill.
207. Lotz, Cora S., St. Charles, Ill. 1 year.
208. McCleary, Lephah Gertrude, Principal High School, Yorkville, Ill. 1 year.
209. McEwan, Frances Richard, Marengo, Ill. 1 year.
210. McLean, Sarah, Port Byron, Ill. 1 year.
211. Mann, Jessie Rebecca, Laboratory Assistant, Northern Illinois State Normal School. 1 year.
212. Mason, Anna E., McNabb, Ill. 1 year.
213. Mitchell, Maude, Saunemin, Ill. 1 year.
214. Nichols, Marvin, Student University of Illinois, Champaign, Ill.
215. Nicholson, Marguerite M., Sycamore, Ill. 1 year.
216. Patchin, Ethel M., DeKalb, Ill. 1 year.
217. Peebles, Edith Austin, Waukegan, Ill. 1 year.
218. Pepper, Homer W., Union, Ill. 1 year.
219. Peterson, Mary Elizabeth, Sycamore, Ill. 1 year.
220. Plummer, Ruth, Rochelle, Ill. 1 year.
221. Redeker, Ella Augusta, Elgin, Ill. 1 year.
222. Richardson, Alice M., Elgin, Ill. 1 year.
223. Ritzman, Floyd R., Principal Schools, Macon, Ill. 1 year.
224. Robson, Julia Louise, Ottawa, Ill. 1 year.
225. Roth, Lillie May, Rock Island, Ill. 1 year.
226. Rovelstad, Gudrun, Elgin, Ill. 1 year.
227. Scott, Maud Emily, Chicago Heights, Ill. 1 year.
228. Selliken, Manda A., Marengo, Ill. 1 year.
229. Smith, Clara Belle, Waukegan, Ill. 1 year.
230. Sweeney, Kathryn R., Chicago, Ill. 1 year.
231. Talbot, Mary Helen, Joliet, Ill. 1 year.
232. Tazewell, Zada Z., DeKalb, Ill. 1 year.
233. Tearney, Orville Addison, Lisle, Ill. 1 year.
234. Troxell, Eleanor, Byron, Ill. 1 year.
235. Vatter, Rose Albertine, Chicago Heights, Ill. 1 year.
236. Wahl, Lydia Ann, Ashton, Ill. 1 year.
237. Ward, Lula G., Chicago Heights, Ill. 1 year.
238. Wetzell, Emma Elsie, Rochelle, Ill. 1 year.
239. Wiltse, John C., Superintendent of Schools, Marshall, Ill. 1 year.
240. Zimmer, Genevieve Florence, Belvidere, Ill. 1 year.
241. Zoller, Florence E., Rockford, Ill. 1 year.

Note—The numbers at the right indicate the years of teaching since graduation.



UNIVERSITY OF ILLINOIS-URBANA



3 0112 111979701